



SHAPWICK SCHOOL

SAFEGUARDING
POLICY

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SAFEGUARDING POLICY

Shapwick School is committed to safeguarding and promoting the welfare of children and young people and requires all staff to act in the best interests of our pupils at all times.

1. Introduction

Shapwick School recognises its duty under the Education Act 2002 to make arrangements to ensure that functions are carried out with a view to safeguarding and promoting the welfare of children. It is the intention of the procedures within this policy to ensure that the appropriate action is taken immediately where it is believed a pupil may be at risk or it is alleged that a pupil is suspected of being abused. The prime concern at all times must be the interests and safety of the pupil(s).

Shapwick School follows the DfE guidance laid out in 'Safeguarding Children and Safer Recruitment in Education' and 'Working Together to Safeguard Children' – HM Government (2006). We also follow HM Government advice 'What to do if you're worried a child is being abused' and the Somerset Safeguarding Children Board's South West Child Protection Group Procedures.

2. Recognition and Categories of Abuse

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.

Physical Abuse

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.

Emotional Abuse

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 overprotection 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.

Sexual Abuse

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, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Neglect

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, clothing and 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-givers); 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.

3. Roles and Responsibilities

All members of staff (including temporary staff and volunteers) have a responsibility to be aware of the procedures to be followed if they are worried a child or young person is being abused.

3.1 Duty to Refer

It is the duty of all staff to immediately refer any child protection concerns about a pupil to the Designated Person, Jon Whittock, Headmaster. In the absence of the Designated Person staff should refer to the Deputy Head Teacher, Martin Lee at Shapwick, or the Deputy Head Teacher, Margaret Kingham at Shapwick Prep. In the absence of all these people, staff should refer to the next most senior member of the school leadership team.

If as a member of staff, you are not satisfied with the Designated Person's response, e.g. where they decide a referral to Somerset Safeguarding Children's Board is not necessary, you should in the first instance approach one of the Deputy Head Teachers. If as a member of staff, you are still not satisfied you should make a referral yourself by telephoning Somerset Direct 0845 345 9122.

Shapwick School also has a safeguarding committee. It comprises 4 people, consisting of Jon Whittock, Martin Lee and Margaret Kingham, staff from the school and 1 Director from Kedleston UK (the school's parent company). The committee will be informed of all safe guarding concerns that are made to the Designated Person as soon as possible but no later than 24 hours from when the concern is reported.

If staff feel uncomfortable reporting incidents to the Designated Person they are able to approach any member of the committee.

As a further safeguarding measure, the school uses the services of Safecall, an independent whistleblowing company which can be used by all staff at the school should they be unhappy about any wrongdoing in the school. Safecall can be contacted on 0800 915 1571 or online on www.safecall.co.uk/report where an anonymous report can be made detailing any concerns raised.

3.2 Recognising and responding to concerns

It is important to remember that children rarely talk about their own abuse, for many reasons and staff need to be vigilant to physical, emotional, sexual, and behavioural signs which may suggest abuse (**See Appendix 1**). If a pupil chooses to confide in you, disclosing any form of abuse, ***the most important thing to do is to listen attentively without asking any leading questions, otherwise later investigation can be compromised.*** The child must tell their own story in their own time. Even what seems to be an unbelievable story must be listened to and acted upon. If you make any notes, you must only use the child's own actual words, or the words in which anyone else reports to you. ***You must not interrogate anyone or conduct your own investigation or make assumptions based on hearsay.***

3.3 Recording of disclosures/concerns

If note-taking is inappropriate, or not possible at the time, the member of staff involved should immediately afterwards note any key points on a 'Record of Information' (**Appendix 3, it is marked 'Child Protection – Strictly Confidential'**), using the child's own words and phrases, if possible. ***These notes must be kept as originals, timed, dated and signed, as they could well be used as evidence in court.*** As soon as possible the member of staff must seek out the Designated Person, Jon Whittock. If that person is not available, the information should be forwarded to either Martin Lee or Margaret Kingham.

Disclosed information from a pupil cannot be discussed with any member of staff, other than the Designated Person or one of the Deputy Head Teachers if the Designated Person is not available.

Following consideration the Designated Person may decide to make a referral to Somerset Direct 0845 345 9122.

Asking Questions – Staff are understandably anxious about what questions they can ask if they are concerned about a child, or if the young person tells them something they are concerned about. Asking open questions is often helpful to the young person and can help you clarify the situation for yourself.

- **It is important NOT to ask leading questions (i.e. questions that imply a specific answer)**
- **It is important to know when to stop asking questions and just listen**
- **It is important not to interrogate**

Questions you **CAN** ask:

- Tell me (tell me what happened...)
- Explain (explain what you meant by....)

- Where (where did this happen/where were you....)
- When (how long ago did this happen/when did this happen....)

Remember you are only clarifying with the young person if something concerning did happen or could have happened from the information they give you.

Then **REPORT** to the designated person without delay

3.4 Physical Evidence

If any physical injuries or bruising are noticed it is appropriate, as a caring adult, to ask the child how they sustained the bruise, graze scratch, bite or other mark on their body. All such marks or injuries, howsoever caused, must be recorded on 'Body Map Record' and handed to the Designated Person, with the child's explanation attached. ***You must not examine a child beneath their clothing, ask any leading questions or conduct any further investigations.***

3.5 Issues of Confidentiality

If a pupil requests confidentiality they must be told that this cannot be promised and it should be explained that staff have a responsibility to share information with those adults who will be able to help protect them from harm. The pupil should be reassured that only staff who need to know about it will be told. This could result in the pupil not continuing the conversation, in which case your enquiries should not be pursued but concerns recorded on a 'Record of Information' sheet and handed to the Designated Person.

Staff should take care not to discuss information given in confidence outside the appropriate professional contexts. All documentation regarding the disclosure should be treated and marked as STRICTLY CONFIDENTIAL and should only be shared with others on a need to know basis.

The Designated Person will ensure that a label is placed on the pupil's main file, in order to inform staff of child protection concerns and the existence of a separate Child Protection file.

3.6 Staff Concerns about School Practice

If staff have any concerns about practices in the school which they feel may put children at risk of abuse or serious harm they should raise these first with a member of the Senior Management Team. If they are not satisfied with the way in which the school is dealing with the situation they can speak directly to the Office for Standards in Education, Children's Services and Skills (Ofsted) at Piccadilly Gate, Store Street, Manchester, M1 2WD Telephone: 03001234234 / 03001231231.

3.7 Designated Person for Child Protection

The designated senior member of staff for Child Protection at Shapwick School is the Headmaster, Jon Whittock. In the absence of the Designated Person one of the Deputy Head teachers is the designated senior member of staff.

One of the three designated persons will always be contactable.

The role of the Designated Person is to:

- Ensure that child protection procedures are in place and updated as appropriate;
- Ensure that all staff are aware of both the Somerset Safeguarding Children Board's South West Child Protection Procedures and Shapwick School policy;
- Be available to provide advice/support to staff and for confidential discussions about concerns;
- Be available to provide support to pupils;
- Liaise with Children's Social Care in accordance with Somerset Safeguarding Children Board's South West Child Protection Procedures;
- Keep records of any concerns/suspected cases of abuse/referrals on pupil child protection files, separate to the main pupil file, and stored securely;
- Co-ordinate arrangements for monitoring pupils on roll who have been identified as being in need of protection;
- Arrange induction training for all school staff in Child Protection awareness, and refresher training for all staff every year;
- Review arrangements for safeguarding and promoting the welfare of children on an annual basis, and support the implementation of any action plan arising from this review.
- Participate in local safeguarding arrangements overseen by Somerset Safeguarding Children Board.

3.8 Making a Referral

When the Designated Person has been informed of a case of suspected abuse or of a young person who may be at risk of abuse they will make a referral to Somerset Direct 0845 345 9122. If it is unclear that the matter being referred is a Safeguarding concern, the Designated Person will consult with the Local Authority Designated Officer (LADO) (Matthew Turner 01823 357 868) from Somerset Direct to determine if a formal referral should be made. A log of the discussion must be kept if a referral is not made and the person who made the concern known should be informed of the outcome.

Referrals to Somerset Direct should normally be made in writing but they will accept telephone referrals on the understanding that the referral will be confirmed in writing within forty eight hours. All referrals should be made or confirmed using the multi-agency referral form (MARF). A MARF can be obtained by request from Somerset Direct at the time of making the referral. All referrals to Somerset Direct should be screened / evaluated by that agency within 1 working day and a decision made regarding the next course of action. Where there is to be no further action, feedback should be provided to the Designated Person about the decision and the reasons for making it in writing within 48 hours.

Where appropriate, the Designated Person will always bring relevant issues to the notice of the Parents/Carers, Referring Authority, Children's Social Care in the pupil's home area and Office for Standards in Education, Children's Services and Skills (Ofsted), Somerset Direct.

3.9 Working with Parents and Carers

The Designated Person and other professionals should aim to work in partnership with parents and carers by attempting to discuss any concerns they have with them where possible. Permission should be sought by the Designated Person from the person holding parental responsibility for the child before discussing a referral about them with other

agencies, unless this process may in itself place a child at risk of significant harm or prejudice a criminal investigation. Social Care/Somerset Direct advice may be sought on the issue, as appropriate.

3.10 Support for Pupils following a Referral

We allow the pupils to choose an adult to accompany him or her, if s/he so wishes, to any interview, which may take place as a result of a Child Protection assessment, to offer support. However, we respect the wishes and feelings of the pupil should they want to be on their own. If a pupil requires support from staff this will normally be granted in discussion with the Designated Person. Interviews with pupils are undertaken by social workers and specially trained police, and these can be undertaken at school, at home, or at a special video interview suite, whichever is appropriate.

4. General Strategies

4.1 Regulating and Vetting Visitors

All visitors to Shapwick School must sign the Visitors' Book on arrival at Reception and sign out on departure. Visitors' badges must always be prominently displayed and returned before leaving site.

All staff are responsible for ensuring that visitors are carefully monitored, in a manner appropriate to the individual circumstances. ***Under no circumstances, should any visitors ever have unsupervised access to other children.*** Staff are expected to challenge anyone on the site if they are unsure of their identity.

4.2 Vetting of Staff and Volunteers

There is always careful selection and vetting of all staff and volunteers to prevent children from being exposed to potential abusers.

Recruitment of all staff and volunteers, who work with young people in the school, is in line with DfE guidance 'Safeguarding Children and Safer Recruitment in Education' and includes checks on their suitability with the Criminal Records Bureau. These checks are carried out on every member of staff and a record to verify the authenticity of identity, qualifications, and satisfactory CRB check is held centrally for each staff member.

4.3 Induction of Staff

All new staff must meet with a member of the Senior Management Team on their first day as part of their initial induction programme. This meeting covers a wide range of safeguarding issues including health, safety and security, the administration of medication, fire procedures and child protection.

Each member of staff is given a personal copy of the school's 'Safeguarding Policy' and it is advised that HM Government advice 'What to do if you're worried a child is being abused' is available in the staff rooms and school offices for reference.

We recognise the importance of relationships between staff and pupils being based on mutual respect and understanding, and there being clear boundaries in relation to acceptable

behaviour on both sides. Staff are asked to read and sign a Safe Working Practice document **(see Appendix 2)** at their first meeting with a member of the Senior Management Team, to ensure they have understood our guidance on safe practice.

4.4 Personal Social Development Curriculum

The School works hard to establish positive and trusting relationships with young people, in order to empower the pupils to seek help when they are worried or have concerns about their safety. Our aim for pupils through their PSHE lessons is for them to ENJOY and ACHIEVE, for them to develop the capacity to enjoy learning and succeed in it. This is achieved by them becoming self aware and self managing i.e. developing their personal, learning and thinking skills. As self managers our pupils will:

- Develop a positive sense of their own identity and self esteem
- Be able to enjoy life and be positive about its challenges
- Use their imagination and creativity to develop new ideas, insight and new ways of doing things,
- Learn to assess their skills, achievement and potential to set personal goals, negotiating and planning ways to meet them.
- Understand that achievement is lifelong and that there are different ways to succeed.
- Aim to achieve personal excellence, enjoy learning and be motivated to achieve their best.

The key concepts for PHSE education in personal wellbeing are:

- Personal identities
- Healthy Lifestyles
- Risk
- Relationships
- Diversity

And in economic wellbeing and financial capability are:

- Career
- Capability
- Risk
- Economic understanding

There is a scheme of work that ties together the above concepts for each year group within the school and can be found within the PSHE Handbook. These schemes are reviewed yearly. All staff working with Senior Pupils are encouraged to liaise with the co-ordinator of PSHE in order to compliment work done in the classroom and give pupils the opportunity to discuss issues that are important to them.

4.5 Children's Rights

We recognise that children are our primary concern and must be given a voice in all matters relating to their care and education. Children's opinions are sought over key decisions which are likely to affect them; their privacy is respected, as far as is consistent with good parenting and their need for protection; and all matters related to child protection concerns are kept

confidential, with access only to those who need it for the child's protection. Child protection records are kept in individual files, away from the child's own school record, and secured in the Headmaster's office.

Children are informed of how to complain if they are unhappy with any aspect of being in the school, so that they can feel confident that any complaint will be addressed seriously and without delay. Complaints are reviewed at least once a month by the Headmaster and Deputy Head Teacher, and any general issues raised are attended to.

4.6 Risk-Taking

In addressing the issue of risk-taking, Shapwick School acknowledges that all young people take risks as a normal part of growing up and it is a tool they use to discover, define and develop their abilities and identity.

However, it is important to appreciate the difference between positive or healthy risk-taking (e.g. sports, outdoor pursuits and making new friends) and negative or dangerous risk-taking, e.g. smoking, absconding and shoplifting.

As experienced and responsible adults, Shapwick School staff have an important part to play in supporting our young people in respect to risk. They

- need to help young people learn how to evaluate risks and anticipate the consequences of their choices;
- need to help young people identify healthy opportunities for risk-taking. Experience of healthy risk-taking can itself prevent *un*healthy risk-taking.
- must also be aware of their own patterns of risk-taking. Young people do watch and imitate the behaviour of adults around them, whether they acknowledge it or not.

Shapwick School also recognises that staff will "risk assess" on an on-going basis, whether on or off site, and make decisions on the basis of those assessments.

A full and comprehensive set of Risk Assessments has been developed and staff are expected to familiarise themselves with these as part of their induction and training.

4.7 Behaviour Management and Physical Intervention Policies

Children are assisted to develop appropriate behaviour through the encouragement of acceptable behaviour and constructive staff responses to inappropriate behaviour.

We have a written policy on the management of behaviour, and staff, pupils, parents and referring authorities are made aware of it. All staff are made aware of, and follow in practice, the school's policy on the use and techniques of physical intervention, to protect young people from harm either to themselves or others. However, this is very rarely needed or used at Shapwick School.

In the event that a young person is marked during an incident of positive handling, the matter should immediately be referred to Children's Social Care/Somerset Direct in accordance with Ofsted guidance and Somerset Safeguarding Children Board's 'Child Protection Procedures'. A full report is given

to the Headmaster and recorded in the appropriate 'numbered and bound' book in the school office.

4.8 Anti-Bullying Policy

Shapwick School has, and follows, an anti-bullying policy, with which children and staff are familiar. Children who are bullied are supported, and those who may bully others are also subject to a risk assessment or action. The school recognises the fact that bullying is the form of abuse most children fear. The Headmaster will review records of bullying incidents at least weekly in order to take action where feasible to reduce or counteract the risk of bullying.

4.9 Missing Children

The school has comprehensive procedures to be followed when a child absconds which are known to staff, pupils, parents and referring authorities and ensure that they are protected as quickly as reasonably possible.

It is always important to try to establish why a young person went missing in order to identify and address any potential difficulties the young person may be experiencing. If abuse is cited, this should be referred to the Designated Person in accordance with our Safeguarding Policy.

The young person should also be offered the opportunity to contact an Independent Person should it be considered appropriate.

4.10 Use of Mobile Phones and other Multi-Media Devices

Given the potential for misuse, Shapwick School provides ongoing guidance for staff and pupils on the use of mobile phones, laptops and other multi-media devices.

4.11 Internet Use and Email Policy

Shapwick School has a written policy on the acceptable use of its internet and email facilities, made clear to staff, pupils, parents and referring authorities. All staff are aware of, and follow in practice, the school's policy to protect staff and young people from harm via the world wide web.

4.12 Monitoring

The Headmaster will liaise with members of the Senior Management Team about safeguarding and child protection issues via regular Management meetings.

This policy document will be reviewed annually by the Headmaster, and monitored in accordance with best practice. Staff will be asked to evaluate the effectiveness of the procedures whenever they have had occasion to put them into practice.

A copy of Somerset Safeguarding Children Board's South West Child Protection Group Procedures is available on line at www.swcpp.org.uk

Senior Staff will be informed as necessary by the Designated Person when amendments are published.

4.13 Support and Supervision

Pupil: There is a paragraph written in the Children's Guide to ensure that pupils know who to approach in school if they have any worries about keeping themselves safe. The numbers for Childline, Ofsted, NSPCC Child Protection Helpline and Somerset Safeguarding Children Board are available in each Boarding House.

Staff: All staff have individual review meetings with a member of Senior Staff. Somerset Safeguarding Children Board's South West may offer support to the Designated Person and other members of staff who could be involved in a child protection investigation. Supply staff and volunteers are given a personal copy of the school's 'Safeguarding Policy' for reference, when they come to work at the school.

Family: Parents can see the Safeguarding Policy on the school website www.shapwickschool.com if they would like to find out more information about our procedures. Somerset Direct will advise us about giving appropriate support to families who may be involved in a child protection investigation or protection plan.

5. Concerns involving a member of staff

Any concerns that involve allegations against a member of staff should be referred immediately to the Designated Person, who will contact the Local Authority Designated Officer (LADO)(Matthew Turner 01823 357 868) for Somerset (to discuss and agree further action to be taken in respect of an allegation). Any child protection allegation concerning the Headmaster should be referred to the Deputy Head Teacher and vice versa, who will contact the school directors as required. Full guidance is available to the Designated Person in 'Concerns/Allegations Regarding People who Work With Children' in Somerset Safeguarding Children Board's South West Child Protection Group Procedures available at www.swcpp.org.uk

6. Support for staff subject to allegations

The Designated Person will inform any member of staff who is subject to an allegation about that allegation as soon as possible but (s)he will have to follow directions from Somerset Direct and/or the police as to what can be shared and when.

It is recognised that any allegation of abuse will cause the member of staff anxiety and advice will be given as to possible avenues of support from, for example, their union, professional association or the Senior Management Team.

Any member of staff subject to an allegation will be given a copy of the leaflet "A guide for staff and volunteers who work with children and are faced with an allegation of abuse". Available in the school office.

The staff member will be kept advised as to the progress of the investigation as far as possible.

7. General Guidance to Staff

7.1 Safe relating with our Children

Staff must be aware of the potential problems associated with making physical contact with children, especially with children of the opposite sex. Contact must always be appropriate to the relationship of professional carer with a client. Some of our children may have been damaged by inappropriate contact and they may be very sensitive or unable to process contacts appropriately. Acceptable 'safe hugs' can be beneficial to our children and should normally take place in the presence of another member of staff. As a staff team we should always be alert and ready to advise our colleagues, if anything might be seen as improper.

There may be times when it is appropriate for staff to spend one to one time with a child, for example during children's meetings. Staff should always ensure that proper safeguards are in place for the protection of both themselves and the child, e.g. making sure that other staff are aware of the meeting and will check irregularly that everything is okay, and keeping doors open. Regard should always be given to the potential additional problems of caring for children of the opposite sex. Advice should be taken from senior staff regarding what is acceptable or unacceptable risk-taking in this area.

7.2 Gift Giving and Receiving

Shapwick School accepts that the giving of gifts and presents by staff to children may at times be quite appropriate, e.g. giving a child a present on his / her birthday. To safeguard all involved, however, all gifts given are recorded in a 'Record of Information' book, kept in the school office. Monitoring of gifts given takes place on a regular basis by senior staff.

The receiving of small gifts by staff from children is viewed and treated in the same way, however this does not apply when staff receive gifts from parents/pupils at the end of term.

7.3 Relationships between Peers

In a mixed school, we need to be concerned about the quality of relationships between girls and boys. Day to day management will depend upon the judgement of staff in changing circumstances. However, the following guidelines will help staff develop a consistent approach.

Play

Older pupils need a lot of support to learn the distinction between acceptable and unacceptable play between girls and boys. Both groups need to understand that the difference between play and harassment is essentially to do with the feelings of either party. If play leads to uncomfortable feelings or pain then it ceases to be play. An activity can only be called play if it is on the basis that there is no difficulty in either party saying "stop". "I was only playing" is not an acceptable excuse for hurtful comments, gestures or actions.

Pairings

Forming strong attachments is part of adolescence. Experience shows that at times these attachments are short-lived. However, occasionally they become longer lasting. We need to strike a balance between respecting the developmental needs of adolescents in terms of relationships and other needs to provide a safe environment and to avoid negative or disturbing stereotypes for younger pupils. In managing such relationships we need to consider what a sensible parent would do.

- Holding hands, walking arm-in-arm and cuddling are not acceptable during the school day.
- At appropriate times and places there may be a more relaxed attitude by staff towards 'couples' outside the school day but these children need to respect the sensibilities of staff and younger pupils.
- 'Love bites' or any deliberate marking of partners, including tattoos, should be reported. Children with visible marks should not normally take part in outside visits.
- Sexual intercourse or any other intrusive sexual activity is absolutely forbidden. Technically it is child abuse for children under the age of 16 and should be reported as such. Staff need to take special care to supervise children who are thought to be sexually active.
- Staff should not act as messengers or letter carriers between couples. Nor should they write letters or cards on behalf of children in relationships.
- If children are unable to show a reasonable degree of self control in relationships then it may be necessary to take steps to ensure that contact is minimised.

7.4 Film Classifications and Computer Games

When hiring or purchasing a film for young people or taking them to the cinema, staff should satisfy themselves that the classification of the film, e.g. 'U', 'PG', '12a', '12' or '15' is appropriate for the age of the young people. This also applies to DVDs brought in by young people. Appropriate advice is sent to parents on this issue.

The above conditions also apply to Computer Games.

7.5 Safe Working Practice

All school staff should abide by the code of conduct outlined in the Safe Working Practice document (Appendix 2 attached), and take normal precautions not to place themselves in a vulnerable position in relation to child protection. Physical intervention should only be used in accordance with guidance set out in Shapwick School's Behaviour, Sanctions and Rewards Policy and any such events should be recorded in accordance with Shapwick School policies and procedures.

Failure to report actual or reasonably suspected physical, sexual or emotional abuse or neglect of a child is a disciplinary offence.

APPENDIX 1

SAFEGUARDING AND CHILD PROTECTION IN PRACTICE - KEY POINTS FOR STAFF

It is important to consider that someone who abuses a child could be a member of their immediate or extended family, a friend, a neighbour, a stranger to them, a member of staff or another pupil in this establishment. It is therefore essential to remain professional in our approach and objective in our judgement, and not make any assumptions because of our knowledge of the person(s) involved.

All members of staff (including agency staff and volunteers) MUST follow the following procedures if they are worried that a child or young person may be being abused.

- ✓ Immediately refer any child protection concerns about a pupil to the Designated Person Jon Whittock or in his absence, the Deputy Head Teachers Martin Lee at Shapwick or Margaret Kingham at Shapwick Prep.
- ✓ If as a member of staff, you are not satisfied with the Designated Person's response, you should in the first instance approach another member of the Senior Management Team. If you are still not satisfied you should make a referral yourself by contacting Somerset Safeguarding children's Board South West on 01823 357 868 or www.swcpp.org.uk
- ✓ If a pupil chooses to confide in you, disclosing any form of abuse, you must listen attentively but not ask any leading questions. The child must tell their own story in their own time. Even what seems to be an unbelievable story must be listened to and acted upon.
- ✓ Note any key points as soon as reasonably possible on a 'Record of Information' sheet, using the child's own words and phrases, if possible. **These notes must be kept as originals, timed, dated and signed, as they could well be used as evidence in court.** As soon as possible seek out the Designated Person.
- ✓ If any physical injuries or bruising are noticed ask the child how they sustained the bruise, graze scratch, bite or other mark on their body. All such marks or injuries howsoever caused must be recorded on 'Body Map Record' and handed to the Designated Person, with the child's explanation attached. Do not **examine a child beneath their clothing, ask any leading questions or conduct any further investigations.**
- ✓ If a pupil requests confidentiality, tell them that this cannot be promised and explain that staff have a responsibility to share information with those adults who will be able to help protect them from harm. Reassure the pupil that only staff who need to know about it will be told. This could result in the pupil not continuing the conversation, in which case do not pursue the matter but record your concerns on a 'Record of Information' sheet and hand it to the Designated Person.

- ✓ Do not discuss information given in confidence outside the appropriate professional contexts. All documentation regarding the disclosure should be treated and marked as STRICTLY CONFIDENTIAL and should only be shared with others on a need to know basis.
- ✓ If you have any concerns about practices in the school which you feel may put children at risk of abuse or serious harm, raise them first with a member of the Senior Management Team.
- ✓ **Failure to report actual or reasonably suspected physical, sexual or emotional abuse or neglect of a child is a disciplinary offence.**

APPENDIX 2

Safeguarding Children and Young People

Safe Working Practice

Shapwick School is committed to safeguarding and promoting the welfare of children and young people and staff must act in the best interests of our pupils at all times. It is everyone's responsibility to ensure that pupils are cared for appropriately and safeguarded from any harm, and their duty of care to promote the health, safety and welfare of all members of the school community.

The following is, therefore, a code of appropriate conduct for all adults working in or on behalf of the school, including those involved in home visits or any out of school activities. Adherence to this code should ensure that both children and adults are safe from misconduct or unfounded allegations of misconduct.

You should always:

- Be aware of and adhere to all school policies, many of which are specifically written with safeguarding in mind, in particular those on Safeguarding, Behaviour, Sanctions and Rewards Policy, Anti-Bullying Policy, Equal Opportunities and Health and Safety.
- Behave in a mature, respectful, safe, fair and considered manner at all times.
- Provide a good example and 'positive role model' to the pupils
- Observe other people's right to confidentiality (Unless you need to report something to the Designated Person e.g. concerns about a child protection issue).
- Treat all children equally; never build 'special relationships' with individual children or confer favour on particular children.

Report to a member of the School Leadership Team (as soon as reasonably possible)

- Any difficulties that you are experiencing, for example, coping with an unruly child; situations where you anticipate that you may not be sufficiently qualified, trained or experienced to deal with or handle appropriately.
- Any behaviours of another person working in the school which give you cause for concern or breach of this code of conduct or other school policies and procedures
- Any behaviour or situation which may give rise to complaint, misunderstanding or misinterpretation.

You should never:

- **Behave in any way that could lead a reasonable person to question your conduct, intentions or suitability to care for other people's children.**
- Touch children in a manner which is or may be considered sexual, threatening, gratuitous or intimidating.
- Discriminate either favourably or unfavourably towards any child.
- Make arrangements to contact, communicate or meet children outside of work or allow children to visit your home.

- Develop over-personal or sexual relationships with children.
- Act in a way that could be reasonably expected to cause injury, for example by pushing, tripping, hitting, kicking, punching, slapping or throwing missiles at a child or threatening to do so.
- Engage in any type of 'play-fighting' with children at any time.
- Make inappropriate remarks or jokes of a personal, sexual, racial, discriminatory, intimidating or otherwise offensive nature.
- Intentionally embarrass or humiliate children, for example, by using sarcasm or humour in an inappropriate way.
- Give or receive (other than 'token') gifts from parents/pupils at the end of term, unless arranged through the Head Teacher, for example, outgrown sports kit, football boots or uniform.
- Allow, encourage or condone children to act in an illegal, improper or unsafe manner e.g. smoking or drinking alcohol.
- Behave in an illegal or unsafe manner, for example, exceeding the speed limit, being under the influence of drugs or alcohol, driving a vehicle which is known to be un-roadworthy or otherwise unsafe or not having appropriate insurance, using a mobile phone whilst driving, failing to use seatbelts or driving in an unsafe manner whilst transporting children.
- Undertake any work with children when you are not in a fit and proper physical or emotional state to do so. For example: under the influence of medication which induces drowsiness; with a medical condition which dictates that you should not be caring for children; under extreme stress or extreme tiredness which are likely to impair your judgement.

Staff Name: _____

Ihave read the Shapwick School documents 'Safeguarding and Child Protection in Practice – key points for staff', and 'Safe Working Practice', Appendix 1 and Appendix 2 of Safeguarding Policy document and agree to abide by their guidance.

Signed

Date

PLEASE SIGN AND RETURN TO THE OFFICE

Staff Name: _____

Ihave read the Shapwick School documents 'Safeguarding and Child Protection in Practice – key points for staff', and 'Safe Working Practice', Appendix 1 and Appendix 2 of Safeguarding Policy document and agree to abide by their guidance.

Signed

Date

APPENDIX 3

Record of Information Child Protection – Strictly Confidential

This form is to be completed on all occasions when there is cause for concern in relation to the welfare of a child and given to your Designated Child Protection Person

Name of School_____

Details of the staff member reporting the concern:

Full Name_____

Post held_____

Details of pupil(s):

Full Name_____

DOB_____

Home Address_____

Name of parent/carer_____

Do these concerns relate to a specific incident? If YES complete section A in NO complete section B

For attention of Designated Child Protection Person (Headmaster or Deputy Head Teacher)

To be completed by the Designated Person only

**Strategy meeting with Children's Social Care/Police
Yes/No**

Basis of decision/further action agreed (if any)

Section A

Date and time of incident_____

Place of incident_____

Date this form completed_____

Form completed by (please print)_____

Brief circumstances of incident, to include any precipitating factors and injuries sustained (if applicable)

Names of potential witnesses

Section B

Details of concern (specific or cumulative?), give dates, nature of concern and actions taken

Any other relevant information

Section C

Children's own words and phrases (if possible)

APPENDIX 4

Safeguarding training record and future plans

Level 1

Somerset Safeguarding Board – October 2009 – To be renewed by 2012 but attended course on 06/01/2011 at Shapwick School
Lorraine Middleton (Houseparent), Sue Pouncy (Houseparent)

Level 2

Somerset Safeguarding Board – 17th/18th September 2009 – to be updated by 2011 but attended training on 06/01/2011 at Shapwick School
Jon Whittock (Houseparent/Head of Care/Headmaster) is attending training 05/01/2012

Child Safeguarding and Basic Awareness Level 1

January 2011 at Shapwick School by Barbarani Training

Attendees:

SMT: JPW, ML,MK

Houseparents: LM/SP/ER/IW/HLu

Therapists: CP/FW/CD/SB/KC/JH/MEL/EW

Teachers: SC/MJ/BB/KB/JC/SD/CJ/DP/CYP/MTW/SW/HI/CG/VB/HW/GH/AB

School Assistants: SM/JP

Kitchen Staff: SH/NP

Level 2/3 Training

5th January 2012 at Shapwick School by Barbarani Training (to be updated 2014)

JPW/SAW/MK/HLu/ML/SP/ER/CM/CP/HI

Safer Recruitment

JPW - Online with Children Welfare Development Council (CWDC)

A guide for Shapwick staff and volunteers who work with children and are faced with an allegation of abuse

Introduction

Any allegation of abuse is likely to cause anxiety and concern. This guide is intended to help you be as well informed as possible should you be faced with an allegation. Information on how to access Shapwick procedures for managing allegations is given at the end of this leaflet.

What happens when an allegation is made?

The Designated Person for Safeguarding (Jon Whittock, Headmaster or the Deputy Head Teachers), responsible for dealing with allegations, should immediately consult the Local Authority Designated Officer (LADO) (Matthew Turner 01823 357 868) and Somerset Direct 0845 345 9122 if it is alleged that a member of staff or volunteer has:

- behaved in a way that has harmed a child, or may have harmed a child; or
- possibly committed a criminal offence against or related to a child; or
- behaved in a way that indicates s/he is unsuitable to work with children

You should be told about the allegation as soon as possible, but this may be delayed if police or Children's Social Care (CSC) need to agree what information can be disclosed. If the Designated Person and LADO are clear that an allegation is demonstrably false, you should be informed of this and told that no further action will be taken.

What happens next?

If there is cause to suspect a child is suffering or likely to suffer significant harm, or a criminal offence might have been committed, a Strategy Discussion will be held, involving Police, LADO, a member of the school SMT, CSC and other agencies as appropriate. The aim of the Strategy Discussion will be to share relevant information and determine whether an investigation needs to be conducted by:

- CSC under child protection procedures
- police regarding any possible criminal offences
- your employer under disciplinary/suitability procedures

Internal Investigations

Your employer may need to conduct an internal investigation in order to decide how to proceed. It may be conducted by a senior member of staff, by an independent person or by a school Director, depending on the availability of resources and the nature/complexity of the case. It may also need to be delayed so as not to prejudice possible criminal proceedings.

Volunteers and Supply Workers

If you are a supply worker or volunteer, the placing agency should be involved and cooperate in any investigation. If disciplinary procedures do not apply, an investigation may still be necessary to assess your suitability to work with children.

Resignations and Compromise agreements

The school will try to reach a conclusion regardless of whether you resign or otherwise

cease to provide your services, or if you refuse to co-operate. They must not use a "Compromise agreement" i.e. allow you to resign without disciplinary action and with an agreed reference.

Timescales

Cases should be dealt with as quickly as possible consistent with a fair and thorough investigation. Government guidance sets out target timescales, but these will depend on factors such as the nature, seriousness and complexity of the allegation. Your case will be monitored in order to avoid unnecessary delay.

Suspension

Suspension is a neutral act, not a sanction. It should not be automatic and alternatives should be considered. The school has the final decision, but should take into account the views of Police and Children's Social Care if involved. Suspension should be considered in all cases where:

- there is cause to suspect a child is at risk of significant harm, or
- the allegation warrants a police investigation, or
- it is serious enough to be grounds for dismissal

If suspension is being considered, an interview should be arranged. You have the right to be accompanied by a Trade Union representative or a friend. The meeting is *not* an examination of the evidence but an opportunity for you to make representations concerning suspension. If you are to return to work after suspension, your employer should consider how best to manage this e.g. mentoring.

Support

You should be:

- advised to contact your Union representative
- given the name of a contact who will keep you up to date with progress of the case
- given the name of a contact to keep you up to date with work activities if suspended (you should not discuss the case with colleagues)
- offered the services of the Staff Counselling Service and/or Occupational Health if available

You are also advised to contact your GP if you feel your health is being affected.

Notifications

Confidentiality should be respected and people only told on a 'need to know' basis. If the matter becomes subject to speculation, the School, after appropriate consultation, may need to issue a statement for parents, children or the public.

Record Keeping

A comprehensive summary of the case should be kept on your confidential personnel file and retained until normal retirement age or 10 years after the allegation, if longer. Allegations found to be malicious will be removed from personnel files. Records must be kept of all other allegations but any that are not substantiated, are unfounded or malicious, should not be referred to in employer references (where before details of all allegations had to be passed on in references).

Independent Safeguarding Authority

The school and placing agency if appropriate have a statutory duty to report you to this organization for consideration of barring you from, or placing restrictions on, working with children or young people if:

- You are dismissed for misconduct or because you are otherwise considered unsuitable to work with children, or
- You resign before a disciplinary process is completed, and your employer considers that you may have been dismissed

If you are referred, you will be sent a letter explaining the process, including your right to make representation.

Alleged criminal offence

If police decide to investigate, you may be arrested or invited to assist with the investigation. You should contact your Trade Union and/or a solicitor for advice. If arrested or interviewed, you should be cautioned:

"You do not have to say anything but it may harm your defence if you do not mention when questioned something which you later rely on in court. Anything you do say may be given in evidence".

At a police station you will be entitled to free and independent legal advice. You can see a duty solicitor, but if you want to use your own make sure he/she specialises in criminal law.

If 'assisting with the investigation' and not under arrest, you should be told that you are free to leave if you wish to do so. If arrested, you will be seen by the Custody Officer who will explain your rights in detail, including the right to have someone informed and to consult and read the "Code of Practice" that covers treatment during detention and interview.

The Custody Officer will maintain a record of your period of detention. Following arrest you can usually be held for up to 24 hours, after which you must be charged or released. A Superintendent or Magistrate can extend this up to 36 or 96 hours, respectively, depending on the seriousness. Decisions about charging rest with the Crown Prosecution Service (CPS) who act independently of the police. If you admit the offence, the CPS may advise a caution i.e. a formal warning about your actions. A caution will be recorded by the police and may influence a decision about instituting proceedings should you offend again. A caution could affect your ability to work with children in the future, and in sexual abuse cases could result in you being placed on the Sex Offenders Register. You should seek advice from your solicitor before agreeing to accept a caution. If the CPS advises the police to charge you, this will be carried out by the custody officer. You will then either be released on bail to appear in court at a future date or kept in custody to appear at the next available court. The responsibility for the prosecution will lie with the CPS.

Updated 30/09/11

Amended 05/10/11 in accordance with DfE letter dated 30/09/11