



CHILD PROTECTION POLICY STATEMENT

St Bede's College is a Child Protection Agency and as such fully recognizes its responsibilities for child protection

Our policy applies to all staff, governors and volunteers working in the school. There are five main elements to our policy:

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

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

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

We will follow the procedures set out by the Area Child Protection Committee and take account of guidance issued by the Department for Education and Skills to:

- Ensure we have a designated teacher for child protection who has received appropriate training and support for this role.
- Ensure we have a nominated governor responsible for child protection.
- Ensure every member of staff, volunteer and governor knows the name of the designated teacher responsible for child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated teacher responsible for child protection.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
- Notify social services if there is an unexplained absence of a pupil who is on the child protection register.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely, separate from the main pupil file, and in locked locations.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.

- Ensure safe recruitment practices are always followed.

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

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

CHILD PROTECTION POLICY

PRINCIPLES

POLICY ON CHILD PROTECTION

'Because of their day-to-day contact with individual children during school terms, teachers and other school staff are particularly well placed to observe outward signs of abuse, changes in behaviour or failure to develop'.

(Working Together – Under the Children Act, 1989)

1 PURPOSE OF A CHILD PROTECTION POLICY

1.1 An effective whole school child protection policy is one which provides clear direction to staff and others about expected codes of behaviour in dealing with child protection issues. An effective policy also makes explicit the school's commitment to the development of good practice and sound procedures. This ensures that child protection concerns and referrals may be handled sensitively, professionally and in ways which support the needs of the child.

2. INTRODUCTION

2.1 This is the Child Protection Policy of St Bede's College, Alexandra Park, Whalley Range, Manchester M16 8HX

The Designated Person (DP) are Mrs Sandra Pike (Deputy Head) and Mr Joseph Bowden (Senior Master).

2.2 The purpose of the Child Protection Policy is: -

To provide clear direction to academic and ancillary staff about expected codes of behaviour in dealing with child protection issues.

2.3 The College is committed to the development of good practice and sound procedures.

This ensures that child protection concerns and referrals are handled sensitively, professionally and in ways which support the needs of the child.

2.4 There are three main elements to our Child Protection Policy

PREVENTION

A positive College atmosphere

Good teaching practice

Pastoral support to the pupils

PROTECTION

By following agreed procedures

Ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns.

SUPPORT

To College staff

To pupils

To pupils who may have been abused

2.5 For further information on signs to look out for in cases of child abuse, refer to the following website www.kidscape.org.uk/professionals/childabuse.shtml

3 COLLEGE COMMITMENT

3.1 We recognise that for children, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps prevention.

3.2 The College will therefore: -

a) Establish and maintain an ethos where children will feel secure and are encouraged to talk and are listened to. This will be achieved by an effective support team, already in place at St. Bede's College. The current Pastoral system with Section Heads and Year Heads, Tutors, Prefects works well. Academic Heads, the Matron and Library and Support Staff provide additional support for the children.

b) Ensure that children know that there are adults in the College who they can approach if they are worried or are in difficulty.

c) Include in the curriculum activities and opportunities for PSME which equip children with the skills they need to stay safe from abuse.

d) Include in the curriculum material, which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.

e) Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies.

4 SPECIFIC COLLEGE PROCEDURES

Note: - *An Allegation* is where there is direct statement by an individual, who may be the child, that abuse has taken place. (An allegation of child abuse must be referred)

A Suspicion is where there are behavioural, emotional or physical indicators or symptoms, or environmental factors which indicate that child abuse may have taken place but there is no direct allegation or disclosure to confirm this.

4.1 If Staff suspect that a Pupil is suffering abuse.....

4.1.1 If a member of staff/volunteer suspects that a pupil is being abused, the first priority is to ensure that the pupil is not in need of immediate medical attention. Where teachers or other staff see signs which cause them concern, they should report the situation to the Matron.

4.1.2 If the suspicions are slight, the member of staff/volunteer may wish to consult the appropriate Head of Year before informing DP.

4.1.3 If the suspicions are more serious, the matter must be passed to the Headmaster or DP as soon as possible.

4.1.4 If the Headmaster or DP decides to take the matter further, the Children Services will be contacted immediately within 24 hours. The DP will ensure a written referral is sent to Children Services within 48 hours of this initial contact.

4.2 If a Pupil alleges abuse or tells a member of Staff/Volunteer of alleged abuse.....

4.2.1 At St. Bede's, any pupil has the right to approach any member of staff/volunteer to discuss any matter of concern.

4.2.2 Under NO circumstances should the child be ignored, rejected or ridiculed. The matter should be dealt with immediately and with urgency. If the matter cannot be discussed immediately, then promise the pupil a specific time later that same day. Reassure the pupil that he or she is doing the right thing by telling the member of staff/volunteer and assure the child that he or she will be helped and protected.

4.2.3 In all cases where members of staff consider that they have good cause to suspect abuse - including neglect and emotional ill-treatment - they should immediately report their suspicions to the Headmaster or the DP. If the subject raised by the pupil appears sufficiently serious, the Headmaster or the DP should be informed before the time arranged with the pupil for discussion.

4.2.4 **Do not make any promises of confidentiality to the pupil.** Explain that you will have to share the information with people who can give practical help but this will only be on a 'need to know' basis. The pupil should be told that the Headmaster or the DP will need to know. If the child withdraws allegations at this stage, the matter should still be reported to the Headmaster or the DP.

4.2.5 The matter should be discussed with no one other than the Headmaster or the DP. This includes parents, siblings and other members of staff. The Headmaster and/or the DP will decide who is to be informed. If allegations prove to be unfounded, reporting them to someone who is not directly involved with the care of the child may be deemed defamatory.

4.2.6 Members of Staff must not carry out a physical examination of the pupil, or make any attempt to assess any bruise, laceration or burn.

4.2.7 Asking questions about indications of abuse: - Staff must take great care when asking questions about indications of abuse, or when interpreting responses to these questions, since the way you talk to a child can affect the evidence in any subsequent criminal proceedings. The same consideration applies if a child makes an accusation or volunteers information, which amounts to an accusation.

4.2.8

- Only minimum information necessary for clarification may be sought.
- Staff should not ask leading questions or questions which encourage the child to change his/her version of events.
- Staff should not impose their own assumptions
- The member of staff's/volunteer's chief task at this stage is to listen, not interrupt the recall of significant events, and make relevant notes.
- 'Listen' means just that; on no account should suggestions be made to children as to alternative explanations for their worries.
- Ask if there any steps he/she would like taken to protect him/her
- Assure the pupil that the College will deal with the matter.

4.2.8 At all stages, written reports must be kept. Good record keeping is essential to the success of child protection practice.

- If you can, make written notes at the time to pupil is talking of what he/she is telling you. These will help if you have to remember what is said.
- Keep your original notes, however rough and even if you wrote them on the back of something else. It is what you wrote at the time that may be important later.
- If this is not possible a report should be written later; it should be signed and dated.
- The notes or report should clearly distinguish between fact, observation, allegation and opinion.
- The notes or report should contain: -
 - i. Name
 - ii. Time, date and place
 - iii. The event
 - iv. People who were present
 - v. The nature of the concern
 - vi. The party or parties involved
 - vii. A record of what was said
 - viii. Any action requested
 - ix. Any action taken
 - x. Any steps taken to protect the child
A note of any observed physical abuse (N.B. this should be obvious, members of Staff must not carry out a physical examination of the pupil, or make any attempt to assess any bruise, laceration or burn.
 - xi. The notes or report should be passed on to the DP who should keep records securely locked away (see 9.1). They may be needed at Conference or Court.
 - xii. If the matter is dropped, the report should indicate the reasons why.
 - xiii. A copy of the report and original notes should be kept for 3 years.

4.2.9 Staff should be mindful of the **Data Protection Act implications.**

All child protection records should be kept separate from the main College pupil files and should be exempt from open access.

It can never be the College's responsibility to question adults, including parents.

4.3 If a pupil has suffered Physical Injury.....

4.3.1 In the case of physical injury which might be the result of abuse, medical help should be obtained immediately before contacting Matron, unless Matron is the person to whom the injury has been reported, in which case matron should obtain medical help and inform the DP.

4.3.2 A medical examination can only be carried out with the pupil's consent.

4.3.3 Beware of alerting the abuser

4.3.4 The Headmaster or DP must be informed. The family should NOT be contacted at this stage. The Headmaster or the DP will decide when the family should be contacted, if

at all, after appropriate consultation with the Department of Children Services (The Department).

4.4 Allegations or suspicions of abuse by another child.....

When abuse by another child is suspected or probed, it is necessary to apply child protection procedures to both abuser and the abused and if appropriate the College's disciplinary procedure would be involved.

4.5 Allegations or suspicions of abuse by a member of staff/volunteer

.....

(Partly based on guidance from SHA (Secondary Heads Association), agreed union guidelines from NEOST (National Employers' Organisation for School Teachers) and guidance from the IRSC (The National Network of Investigation and Referral Support Co-ordinators)

4.5.1 Cordial relations between staff and pupils are essential to a happy, thriving College environment.

4.5.2 At the same time, in the interest of all parties, professional boundaries must be observed. Over-familiarity, however well-intentioned, can lead to serious moral and legal complications. No member of staff/volunteer should ever place himself or herself in a position with a pupil, which could compromise his or her integrity. It is vital that any allegations are cleared up quickly and independently.

4.5.3 If there is a suspicion or an allegation that a member of staff/volunteer including the DP has been involved in the abuse of a child, this must be reported immediately to the Headmaster. In the unlikely event that the Headmaster is suspected of child abuse, the nominated Governor for Child Protection must be informed, who will inform the Chairman of Governors.

4.5.4 From then on, there is an obvious need to act with the utmost discretion. An allegation mistakenly made, whether for frivolous or malicious reasons, can jeopardise the career of a member of staff/volunteer and the damage can become irretrievable. Equally, a genuine complaint can be swept aside on the mistaken assumption that it is a frivolous or malicious allegation, and this can be damaging to the child – and to other children who may become victims.

4.5.5 The matter must remain strictly confidential until the Headmaster or the nominated Governor for Child Protection has been able to make an initial assessment and to decide what steps are to be taken.

4.5.6 A decision will be made about whether the suspicion or allegation is an internal disciplinary matter (in which case the College's disciplinary procedures will be followed) or there is a potential child protection element (in which case the College's Child Protection procedure will be followed). The Local Authority, Designated Officer (LADO) will be informed.

4.5.7 Only if it can be shown that an allegation is demonstrably false, is it not necessary to make a referral.

4.5.8 A malicious allegation implies a deliberate act to deceive. Evidence to prove this has to be available. An unfounded allegation means that an incident was misinterpreted in some way and the evidence needs to be available to disprove the allegation. Some allegations may later be considered 'unsubstantiated' when there is not sufficient evidence; it does not imply either guilt or innocence.

4.5.9 A false allegation could still lead to a referral to the Department if a parent agrees that a child is in need of support. It may be that the child has experienced abuse elsewhere or has tried to discredit a member of staff/volunteer as an act of

displacement.

4.5.10 A member of staff/volunteer against whom an allegation has been made may, but will not automatically, be suspended. In the case of unfounded allegations, suspension is unlikely.

Suspension will arise on the following grounds: -

- A child or children would be at risk
 - The allegation is so serious that summary dismissal for gross misconduct is possible
 - It is necessary to allow any investigation to continue unimpeded.
- i. Suspension may be considered at any stage of an investigation. Suspension is a neutral act, not a disciplinary sanction, and it will be on full pay. Paid leave of absence, mutual agreement to refrain from work, alternative duties/locations or removal from contact with pupil may also be used as alternatives to suspension.
 - ii. If a complaint or an allegation is made against a teacher, he or she is strongly advised to contact his or her Teachers' Union. (Guidelines on practice and procedure in the event of a member facing an allegation of abuse were published in 2002 by local education authorities and the six teacher organisations in England and Wales.)
 - iii. Despite the College's best endeavour to maintain confidentiality, other people may become aware of the allegation and the issue may become common knowledge.

Consideration will need to be given on how best to manage information, especially in respect of parents and the media.

4.6 Reporting Cases to the Independent Safeguarding Authority (ISA).....

Under the Safeguarding Vulnerable Groups Act 2006, Parliament has established a statutory body - the Independent Safeguarding Authority - to take the decisions on who should be barred from contact with young people and vulnerable adults. Existing lists including List 99 will be replaced by two barred lists – one will bar individuals from working with children and the other will bar individuals from working with vulnerable adults.

The purpose of the barring is to:-

- 4.6.1 Safeguard children and young people from contact with individuals who are considered unsuitable
- 4.6.2 Uphold high professional standards of behaviour expected of members of the teaching profession
- 4.6.3 Protect the education service generally from fraud and deception
- 4.6.4 There is a requirement to report to the Independent Safeguarding Authority within one month of leaving the College 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. Contact details for referrals are: - ISA, PO Box 181, Darlington DL1 9FA – telephone 0300 123 1111)

4.7 Avoiding the risks of allegations of Physical or Sexual Abuse or Harassment...

There are rare occasions when a member of staff/volunteer is alleged to have abused a child. All staff need to be aware that such an allegation may be made about them and that the College must have in place procedures to deal with any such allegation.

Any instance of a pupil being abused by a teacher or any other member of staff/volunteer is particularly serious. On the other hand, for an innocent person to be subject to what may be a lengthy period of investigation and suspension, with the threat of possible arrest, is a serious ordeal.

- i. All staff at all levels need to be clear about what kind of behaviour is acceptable and what is unacceptable, and what kind of circumstances should be avoided to limit the possibility of complaint against staff or abuse of trust.
- ii. All staff, particularly those acting in any teaching, pastoral or extra-curricular capacity which places them in a one-to-one situation with pupils, should take

great care not to put themselves at risk of any suspicion or allegation of physical or sexual abuse or harassment.

To give staff protection from such allegations the following guidelines are suggested:

A member of staff/volunteer should never speak to, or touch, a pupil in a manner that could be construed as having sexual overtones or that could be interpreted as physical assault. Remember, it is the action and its context rather than the intention that may subsequently give rise to problems. Tapping a pupil on the shoulder to secure attention may not normally be abusive but if it follows an earlier disagreement it could be interpreted as assault.

4.8 Whistleblowing Policy

4.8.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so

4.8.2 All staff are aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues. Whistleblowing Policy is available.

4.8.3 It is the College's commitment that all Staff members who raise such concerns will be fully supported by the DP, the Headmaster and the Governors

5 ROLES AND RESPONSIBILITIES

5.1 All adults working with or on behalf of children have a responsibility to protect children. The key people within the College are: -

Headmaster	Mr Daniel Kearney
Child Protection Officers	Mrs Sandra Pike
	Mr Joseph Bowden
Governors	Mrs Linda Edwards

5.2 The role of the Designated Person is to: -

5.2.1 ensure that the policy is being implemented

5.2.2 ensure that all vetting procedures for new members of academic and ancillary staff are adhered to

5.2.3 ensure that all members of staff who are in contact with children are aware of and understand the guidelines laid down in the Staff Handbook

5.2.4 ensure that a training up-date in child protection for staff takes place for the Head and all the staff at least every three years. All part-time and voluntary staff will be made aware of and strongly encouraged to attend these training sessions.

5.2.5 co-ordinate action within the College and liaise with social services departments and other agencies over suspected child abuse.

5.2.6 To make referrals if the need arises

5.3 The role of the Head is to:

The role of the Head is

5.3.1 liaise with the DP at the College with regards to the policy and to discuss any amendments that need to be made

5.3.2 discuss any correspondence he receives regarding Child Protection issues.

5.4 The role of the Governors

The role of the Governors is to liaise with the DP at the College over matters regarding child protection issues to ensure that the College's procedures are consistent with

Manchester LSCB procedures, and to ensure that allegations against the Headmaster can be managed.

6 PROCEDURES

6.1 We will follow the procedures set out by all the Local Authorities which send pupils to the College.

6.2 A copy of the Manchester LSCB Child Protection Policies & Procedures will be available in the Main Office and in each Staff Common Room. The DP and the Headmaster will have a copy.

6.3 New Staff should be provided with a planned induction, which includes an explanation of the underlying principles, and procedures, which the College operates in caring for pupils.

6.4 All staff (i.e. both teaching and non-teaching staff) should be entitled to Child Protection training, since any adults regularly on site and in contact with children may see or may be told of things which are to do with Child Protection. This training must be updated within a three year time frame.

6.5 Fire procedures must be clearly documented, known to all and practised regularly.

6.6 The Child Protection Policy is available for parents and pupils to download from the College website with a hard copy available to read at the College Reception.

7 TRAINING AND SUPPORT

7.1 The College will ensure that the Headmaster, the DPs and the nominated Governors for Child Protection attend training relevant to their role within the two year time frame specified.

8 PROFESSIONAL CONFIDENTIALITY

8.1 Confidentiality is an issue, which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the child.

8.2 Important issues with regard to confidentiality:

8.2.1 Teachers must be informed that they can never guarantee confidentiality to a child.

8.2.2 Teachers must know what to say to a child when they ask them to keep a secret.

Children should be advised that the information may need to be shared with others.

8.2.3 The information should be passed onto the DP who will decide whether a referral is necessary. The DP will inform the Headmaster the course of action he is taking. Housemasters/Housemistresses may need to be informed for the welfare of the child who may be in their care.

9 RECORDS AND MONITORING

9.1 Well kept records are essential to good child protection practice. Relevant information about the welfare and development of individual children is recorded with sufficient clarity and detail to inform decisions about the child's care, and to serve as a record of action taken by staff. The College is clear about the need to record any concerns held about a child within the College, the status of such records and when these records should be passed over to other agencies.

- Heads of Year will keep files on pupils. These will have all relevant information about the child. The child is informed that records are kept and parents are also made aware of this.
- The College will keep academic records and notes on the aspirations of pupils.

- Matrons will keep records on the health of pupils. Relevant and necessary information will be made available to staff as and when required e.g. when completing an off-site visit form or taking a party of pupils on an overnight stay.
- Records will also be kept in the central office at the College.
- The DP will keep records of children, with all relevant information, on issues that have been brought to her/his attention. These records are kept safely away from all other College records. They will be placed in a locked filing cabinet with the DP being the only person to have direct access.
- Teacher held notes become part of the record as soon as the DP decides that other agencies need to be informed.
- The DP will, on a termly basis, liaise with the Head and the Bursar to ensure that all new members of the academic and ancillary staff have undergone CRB checks.

10 ATTENDANCE AT CHILD PROTECTION CONFERENCES

Normally the DP is invited by the Department, to attend a Child Protection Conference. If in the DP's opinion another person should attend, then the DP would instruct that person to do so. The relevant people would be informed.

11 SUPPORTING PUPILS AT RISK

11.1 The College recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. The College may be the only stable, secure and predictable element in the lives of children at risk. Whilst at College, their behaviour may still be challenging and defiant and there may even be moves to consider suspension or exclusion from the College.

11.2 It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support.

11.3 The College will endeavour to support pupils through:

11.3.1 The curriculum to encourage self-esteem and self-motivation

11.3.2 The College ethos which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.

11.3.3 The implementation of College Behaviour Management Policies (required under the Code of Practice, 1993 Education Act)

11.3.4 A consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the College setting.

11.3.5 Regular liaison with other professionals and agencies who support the pupils and their families.

11.3.6 A commitment to develop productive, supportive relationships with parents, whenever it is in the child's interest to do so.

11.3.7 The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in a child protection situation.

11.4 This Policy should be considered alongside other related policies in the College.

These are:

- Behaviour Management Policy
- Bullying
- Special Education Needs
- Health and Safety

11.5 We recognise that statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. College staff who work with pupils with emotional and behavioural problems will need to be particularly sensitive to signs of abuse.

It must be stressed that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support.

12 SAFE SCHOOL, SAFE STAFF

- 12.1 Guidance should be given to College staff about physical contact with pupils.
- 12.2 Guidance should be given to College staff about staff working in a one to one situation with a pupil.
- 12.3 Advice to College staff should be given to avoid situations where allegations may be made against them.
- 12.4 Information should be made available to College staff about counselling and /or giving advice to children / young people on sexual matters.
- 12.5 The position of teachers in respect of civil liberties, disciplinary action and criminal prosecution in response to any professional act undertaken to protect children should be given.
- 12.6 The College must employ the policies recommended by the DP when new staff are recruited.
- 12.7 All procedures that are in place must be available to staff and their representatives when staff are faced with allegations of abuse.
- 12.8 The College must take steps to reduce the possibility of abuse by College staff and other professional workers or any one else working in within the College setting.
- 12.9 The policy must be reviewed by the DP and the Head every twelve months. Any changes made and the fact that the review has taken place must be recorded.
- 12.10 The Governor with responsibility for Child Protection issues is required to review the policy annually with the Headmaster and Child Protection Officer. This Governor must then report formally to the Governing body so that an annual review is conducted by them of the Child Protection Policy, the procedures followed and the efficiency with which the related duties have been discharged.

POLICY ON CHILD PROTECTION

Check Points

- i. Provide suitable support and guidance so that pupils have a range of appropriate adults to whom they can turn if they are worried or in difficulties.
- ii. Staff have clear procedures whereby teachers report cases of suspected child abuse to the DP.
- iii. Monitor children who are at risk. Keep clear records in a secure place.
- iv. Provide and support child protection training regularly to College staff.
- v. Ensure designated staff are updated regularly with training in child protection occurring at least once every two years and with inter-agency working for the designated DP.
- vi. Ensure there are sufficient funds for all aspects of training.
- vii. Develop effective and supportive liaison with other agencies.
- viii. Ensure that Child Protection issues are incorporated in PSME lessons.
- ix. Provide clear policy statements for parents and staff on positive behaviour policies and school approach to bullying.
- x. Ensure that staff and pupils have a clear understanding of bullying – physical, verbal and indirect (mobile phones, e-mails) and act promptly to combat it.
Make sure pupils know the College's position on bullying.
- xi. Clear policy about the handling of allegations of abuse by members of staff.
All staff are made fully aware of the procedures.
These procedures must be followed at all times.
- xii. Have a policy regarding employment of academic staff and non-academic staff.
- xiii. Have a Child Protection Policy which is regularly updated to ensure any deficiencies or weaknesses in child protection arrangements are remedied at the earliest opportunity.

Last updated December 2011

CHILD PROTECTION GUIDANCE

TRAINING AND SUPPORT

The College will ensure that:

- the Head Teacher, the senior DP(s) and the governors responsible for Child Protection matters attend training relevant to their role,
- all staff and volunteers and PGCE students on placement will have access to Child Protection training which is relevant and appropriate to their role. This should include training in procedures to follow, signs to note and appropriate record keeping,
- refresher training will be available every three years for all staff, but biennially for designated staff. The demands and difficulties associated with working in this very sensitive area cannot be ignored, and staff must receive training and appropriate support to help them to safeguard and promote the welfare of the children and young people with whom they work,
- all staff will be trained to recognise and respond to situations where a child may be considered to be at risk,
- there is a nominated member of staff and deputy who are on the Senior Management Team and who will be responsible for the implementation of appropriate procedures in the College. The Headteacher and Governors must ensure that these staff members have appropriate time and resources made available to them to enable them to fulfil their duties in this very sensitive area,
- Safe Schools, Safe Staff. The transcript of the INSET delivered to Staff at the beginning of the School Year is to be found at the end of this document.

INVESTIGATION, RECORD KEEPING AND MONITORING

Well-kept records are essential to good child protection practice. The College is clear about the need to record any concerns held about a child or children within the school, the status of such records and when these records should be passed over to other agencies.

- Concerns about the welfare or behaviour of a child should be communicated to the DP who will record the concern. The Child Protection Referral Form should be used at this point.
- Child protection concerns are recorded by the DP and kept securely in her room, separate from other records.
- Colleagues are to be aware that their own notes should be retained as they may need to become part of school record.
- Upon the instructions of the DP, colleagues may be asked to be particularly vigilant about the demeanour, behaviour, attendance of a particularly vulnerable young person. Details should be reduced to the barest essentials.
- The Headmaster, the Head of Year, the Form Teacher at the minimum should be notified that a child is being monitored.
- Three independent occasions of concern being expressed to the DP should be sufficient to trigger a more active response if not a referral.
- Secretarial Staff and relevant Pastoral Staff should be aware of the rights of parents to access these records. If the concerns are related to Child Protection issues then they have no right to access them.
- All child protection concerns are to be communicated to the new school when a child transfers. The child protection files are kept for a reasonable number of years – routinely 8 years beyond the 18th birthday. However, some may be kept for longer.

ALLEGATIONS AGAINST STAFF

- Allegations against staff should be reported to the DP/Deputy Head who will in turn report to the Headteacher.
- Allegations against the DP should be reported to the Headteacher as the Designate Person is the Senior Deputy Head.
- Allegations against the Headteacher should be reported to the DP/ Senior Deputy Head who will in turn report to the Governor with responsibility for Child Protection matters.
- When an allegation against a member of staff is made the Headteacher and the colleague who is the subject of the allegation will be informed at the earliest opportunity.
- When an allegation is made against a member of staff the Chairman of Governors and/or the governor with responsibility for Child Protection will be told that an allegation has been made.
- An initial assessment will be made as follows in accordance with ACPC guidelines:
whether an immediate referral must be made to the LADO or whether an investigation may be progressed as an internal matter
or
whether the colleague concerned must be suspended without prejudice pending investigations.
- Where it is judged by the DP in consultation with the Headteacher that the investigation should be progressed as an internal matter, the procedure followed will be that followed for the investigation of serious misconduct with continuous review in respect of
 - a) the Child Protection status of the investigation
 - and
 - b) the status of the colleague under investigation in respect of suspension from duty.
- Any member of staff who is the subject of an allegation which warrants an investigation will be offered appropriate pastoral support, including access to external counselling.



CHILD PROTECTION CODE OF SAFE PRACTICE

INTRODUCTION

The aims of this code are

- to keep pupils safe
- to reduce the risk of allegations against staff.
 - Staff should always report to a senior member of staff anything of concern about a pupil's safety or their own.
 - All staff have a duty to keep pupils safe and to protect them from physical and emotional harm. All staff must be aware of the school's Child Protection Policy and procedures (Staff Handbook).
 - If child abuse is suspected, staff have a duty to pass information without delay to the named persons.
 - Staff also have a duty to take care of themselves. (Health & Safety At Work Act 1974).
 - Where no specific guidance exists, staff are expected to make professional judgements about their behaviour in order to secure the best interests and welfare of pupils and, in so doing, will be deemed to be acting *reasonably*.

Positions of power and trust

- Don't use your position to gain access to information for your own advantage or to a pupil's or family's detriment.
- Don't use your power to intimidate, threaten, coerce or undermine pupils.
- Don't engage in sexual activity with any pupil, sixth form included, or cause or invite a pupil to engage in or watch any kind of sexual activity. Their consent is irrelevant.
- Be aware how your action may be viewed by others. Do not be seen to be paying special attention to a particular pupil. Always ask yourself. 'Are my actions fair, reasonable, warranted, proportionate, measured, safe and applied equitably?'

Confidentiality

- Don't share confidential information about a pupil with any person, other than on a professional need-to-know basis.
- Never promise complete confidentiality to a pupil prior to, during or after a disclosure.
- Never pass on confidential information to 'outsiders', press police, social services etc without first seeking guidance from a senior member of staff.
- All data covered by the Data Protection Act (basically- everything personal, be it academic, home background etc) should be treated in accordance with the Act, (ie with real care!). If you are unsure of whether or not the data is covered, please see a Deputy Head/College Administrator/Director of ICT.
- Since the 2004 Children's Act, Children Act, protection needs have priority over data protection, but consult a senior manager in such circumstances.

Propriety

- Don't behave in such a manner that would lead any reasonable person to question your suitability to work with children or to act as a role model.
- Don't make sexual remarks to a pupil (including email, text messages, phone and letter), or behave in any way which could be interpreted as sexually suggestive or provocative
- Don't discuss your own sexual preferences or sexual relationships with or in the presence of pupils.

- Don't discuss a pupil's individual sexual relationships in full class or in other inappropriate contexts or settings.
- Don't make unprofessional personal comments which scapegoat, demean or humiliate pupils.
- Report immediately to a senior member of staff any indications (verbal, written or physical) that suggest a pupil may be infatuated with you or with a colleague.

Dress

- Decently, safely and appropriately.

Gifts

- Don't accept any gift which might be construed by others as a bribe, or lead the giver to expect preferential treatment.
- Small 'thank you's' are OK, but don't receive gifts on a regular basis or of any significant value.
- Generally only give gifts to a pupil as part of an agreed reward system. In any other context ensure that any gifts given are of insignificant value and given to all children equally.

Contact

- Don't try to establish social contact with pupil for friendships or a relationship
- Don't give personal details to pupils, eg home/mobile phone numbers, home or email address, unless checked with and agreed by senior staff.
- Don't give your school mobile number to pupils or parents without senior staff agreement.
- Any contact with parents or pupils by email must be by school email.
- Any unwelcome communications to staff, be they written or visual, from pupils or parents should be reported immediately.

Physical contact

As a general rule, do not touch pupils. Physical contact should never be:

- secretive or for personal gratification.
- of a type which may be considered indecent.
- There are occasions when it is appropriate and proper for staff to have physical contact with pupils, but you should only touch when it is appropriate and proper to do so in your professional judgement. Physical contact should be in response to a child's needs at the time, of limited duration, and appropriate given their age, stage of development, gender, ethnicity and background.
- Some staff (eg PE, and Music staff) may need to initiate physical contact, eg in order to support a child so they can perform a task safely, to demonstrate a particular piece of equipment/ instrument or assist them with an exercise. This should be done with the pupil's understanding of the reason and their consent, and in an 'open' environment.
- Don't indulge in horseplay, tickling or fun fights. Use extra caution when it is known that a pupil has suffered previous abuse or neglect.
- Report immediately any physical contact which concerns you or which you believe may have been misconstrued.

Pupils in distress

- There may be rare occasions when a very distressed pupil needs comfort and reassurance. including limited age-appropriate physical contact, principally with our youngest pupils.
- Be self-aware, avoid any contact which may be intrusive or open to misinterpretation.
- Tell a colleague if you have offered comfort to a distressed pupil.

Control and physical intervention

- Always try to defuse situations without physical intervention.
- We do not expect staff to put themselves at physical risk, but you may intervene to prevent a pupil from injuring themselves or others. You may use only *reasonable* force. There is no legal definition of reasonable force, but you must be sure that any physical intervention is warranted by the circumstances of the particular incident (ie not in response to a trivial action), and that the degree of force used is in proportion to the seriousness of the behaviour, or the consequences it is intended to prevent. Any force used should be the minimum to achieve the desired result.

- See Staff Handbook section on 'Contact and Restraint Policy' for further details.

Showers and changing

Pupils are of course entitled to privacy and therefore:

- announce your intention of entering the changing rooms
- avoid visually intrusive behaviour
- don't touch a pupil in a state of undress
- don't remain there unless pupil needs require it
- don't change or shower in the same place
- be particularly careful about gender issues.

Behaviour management

- Don't use physical intimidation or invade a pupil's space.
- Don't use force as a form of punishment.
- Don't use sarcasm, demeaning or insensitive comments
- Always try to remain calm and to defuse situations before they escalate.
- Never try to bar a pupil's 'way' or to physically prevent a pupil from leaving a room or a situation, unless of course they may constitute a threat to themselves or others. Calmly advise there that leaving against your instructions constitutes defiance.
- Apply the Detention system fairly and consistently so as to minimise the risk of pupils perceiving injustice or victimization.

One-to-one situations

- Avoid meeting in remote, secluded areas of the school.
- Ensure there is visual access and/or an open door wherever possible.
- Try to ensure that there are other staff around or at least aware of the meeting.
- Don't use 'engaged' or equivalent signs.
- If you have reason to be concerned about a one-to-one meeting in advance, because of a pupil's previous behaviour or vulnerability, arrange for a colleague to be present, especially where there is a gender difference.
- Don't pre-arrange meetings with pupils away from the school premises, except (exceptionally) with the approval of the parent and the head teacher.

Overnight supervision during exams

- This should never be undertaken without prior arrangement with the exam board and with senior staff
- Only staff volunteers would be used and they would be fully briefed about appropriate and safe practice (see Section 20 of IRSC).

Transporting pupils

- You should not transport pupils in your own vehicle. especially one-to-one, without the consent of the pupil, parent and line manager.
- You must always have valid business insurance for this purpose.
- Never transport a pupil to hospital in your own vehicle following an accident. Always call an ambulance.

Educational visits and after school activities

- Observe all aspects of the school policy on educational visits (Staff Handbook)
- Always have another adult present in out-of school activities, unless otherwise agreed by a line manager.
- Check with students that there is parental consent to the activity.
- Remember that in these less formal contexts you are still in a legal position of trust and need to ensure that your behaviour is professional at all times and cannot be interpreted as seeking to establish an inappropriate relationship or friendship.

First aid and administration of medicines

- No medicine should be given by the school without written parental consent. This includes aspirin, ibuprofen etc.
- Staff are not expected to administer or to supervise the taking of medicines unless specifically authorised and trained to do so.
- Pupils needing medication regularly should have a health care plan drawn up by the school nurse (not school first aider).
- Wherever possible, first aid should only be given by our trained volunteer staff and by staff of the same gender if possible. Try to ensure that another adult is present, or at least aware, when first aid is administered. In exceptional emergency circumstances it may be necessary for an untrained member of staff to

intervene. If so, do the minimum required whilst awaiting specialist support.

- Always report any accident or first aid administration to the school first aider as parents must be informed.
- A member of staff should always accompany a child taken to hospital by ambulance, and should stay until the parent arrives.

Curriculum

- Care should be taken that resource materials are appropriate and relate to the planned learning objectives.
- Sensitive issues (eg relating to sex, race, religion, gender, disability) should be handled with care, especially where unplanned discussion arises.
- Do not enter into or encourage inappropriate or offensive discussion about sexual activity. Remember that parents have a legal right to withdraw children from all or any part of sex education (but not from the biological aspects of human growth and reproduction integral to the science curriculum).
- Don't show visual material which is inappropriate for the age of the pupils concerned, taking special care over the use of videos.

Photographic and video images

Because of the potential for images of children to be misused for pornographic or grooming purposes, staff should follow this code:

- Only record images when there is a justifiable need.
- Be clear to pupils about why the images are being recorded and what will happen to them. Ensure a more senior colleague is aware that you are recording images.
- Ensure that all images recorded are available for scrutiny, in order to screen for acceptability. Avoid making images in one to one situations.
- Images of pupils should not be displayed on websites or in publications or in a public place without the consent of the pupil and parent/carer. Existing parents are consulted to allow them to indicate that they do not wish their child to be photographed. Unless they so indicate, we will deem that it is acceptable to record images for legitimate purposes. In future, parents of new intakes/new admissions will routinely be asked to give such general consent.
- If a photo is used, don't name the pupil, unless you have direct parental consent.
- If a pupil is named, don't use the photo, unless you have direct parental consent.
- Where the school has decided that images should be retained for further use, they should be securely stored and used only by those authorised to do so.
- No photos/videos of school events/activities should be taken by parents or others

Internet use

- Staff must follow the school policy on the use of IT equipment and the internet (see the Staff Handbook).
- Accessing child pornography, or making, storing or disseminating such materials is illegal and, if proven, will lead to a bar from teaching/working with children.
- Staff must not use school IT equipment to access adult pornography on or off site.

Responsibilities

- Staff should report to a senior member of staff any behaviour by colleagues which gives cause for concern in relation to safeguarding the wellbeing of pupil,
- If any incident occurs which may result in an action being misinterpreted and/or an allegation being made against a member of staff, then the relevant information should be recorded promptly and reported to senior staff.
- Staff who are the subject of allegations are advised to contact their professional association.

This policy has been written to support staff and pupils by being as clear as possible about safe conduct. It is very good practice at times to record photographic and video images of pupils, or to allow pupils to record such images of each other eg to assist teaching and learning, to celebrate achievement, for publicity.

This policy has been written to support staff and pupils by being as clear as possible about safe conduct. Inevitably, situations will arise that the policy doesn't cover, and staff should seek advice from members of the senior management team.

Annual Report to Governing Body on Safeguarding Children

This document serves two purposes:

1 To provide a report to the Governing Body on safeguarding practice that enables the Governing Body to monitor compliance with the requirements of 'Safeguarding Children in Education', DfES/00271/ 2004 and to identify areas for improvement

(Chapter 15, Guide to Law for Governors, Jan 2005) Governing bodies are accountable for ensuring their establishment has effective child protection policies and procedures in place that are in accordance with guidance issued by the Secretary of State, any LEA guidance, and locally agreed inter-agency procedures)

2. To be forwarded (if required) to the Safeguarding team of the LEA so that Safeguarding practices in schools can be monitored and areas for support identified.

(`Safeguarding Children in Education, DfES/0027/2004 - 24.6 LEAs shouldmonitor the compliance of maintained schools with this guidance, in particular in regard to the existence and operation of appropriate policies and procedures, and the training of staff, including the senior person with designated responsibility for child protection. Bring any deficiencies to the attention of the governing body of the school and advise the action needed to remedy them.")

A copy of the completed document should be appended to the minutes of the Governing Body meeting where the Safeguarding Report is given.

Annual Report to Governing Body on Safeguarding Children

Name of School: **St Bede's College, Manchester**

Date: **September to August**

N.B. Details of this information are confidential - names and specific circumstances cannot be discussed.

Author: **Mrs Sandra Pike**

Name of Designated Senior Person: **Mrs Sandra Pike**

Deputy Designated Officer: **Mr Joe Bowden**

Name of Nominated Governor: **Mrs Linda Edwards**

Training

- Designated senior persons must undertake training consistent with Local Area Child Protection Committee guidelines*. Training must be updated every two years.
- Teaching and other staff should have training updated every 3 years.

Staff	Number	Initial Y/N	Provider	Refresher Y/N	Provider
Designated_officer(s)					
Head-teacher					
Nominated governor					
Governing body					
Teaching staff					
Teaching assistants					
Mid day supervisors					
Administrative staff					
Care taking & cleaning					
Technicians					
Volunteers					

Names of those who have undertaken training in safe recruitment:

Additional training undertaken by Designated Senior Person (e.g. Local ACPC* courses):

Report on induction of new staff in safeguarding policy and procedures

Staff	Numbers	Safeguarding induction given Y/N	Initial training Y/N
Teachers			
Governors			
Support			

*Local Children's Safeguarding Boards will replace ACPCs from April 2006

Policies and other documents relating to safeguarding

Policies and/or procedures for safeguarding	Date in place	Next review date
Anti-bullying		
Behaviour management		
Child Protection		
Departmental statements on safeguarding (Secondary Schools)		
Drugs and Substance Misuse		
Equal Opportunities		
Extended school/before and after school Activities		
First Aid (<i>including management of medical conditions, intimate care</i>)		
Health and Safety (<i>including school security</i>)		
Management of allegations against staff		
PSHE curriculum		
Racial Equality		
Recruitment and selection		
Safeguarding statement in school Prospectus		
Sex Education		
Staff Handbook - guidance on conduct		
Use of Force and Restraint (Physical Intervention)		
Use of photographs/video		
Whistle blowing		
Work placement		

Number of referrals made:

Categories:

	Number	No. of Case Conferences	N. attended	No. reports submitted
Physical				
Sexual				
Emotional				
Neglect				

Number of pupils on Child Protection Register:

Number of Looked After Children:

Number of allegations made against staff:

Other Comments on safeguarding issues and actions to be taken:



CHILD PROTECTION – ALLEGATION/CONCERN FORM

If you suspect that a child may be being abused, whether physically or emotionally, it is not your responsibility to take control of the situation or to decide whether the abuse is actually taking place. However, you do have a responsibility to inform the appropriate people about your concerns so that they may make enquiries and take any action necessary for the well-being of the child.

However small your concern, you should share it with the Designated Person for Child Protection (Mrs Pike or in her absence, Mr Bowden), who will take responsibility for any referrals to outside agencies that are necessary.

Please ensure that confidentiality is maintained as far as possible. Only discuss your concerns on a need to know basis, and do not disclose the identity of those involved unless absolutely necessary.

1. Recorder's Details	
Title:	Mr / Mrs / Miss <i>(Delete as appropriate)</i>
Name:	
Position:	
Signature:	
	Date:

2. Details of young person/s making disclosure
Name of young person:
Form:

3. Details of person about whom disclosure is being made
Name:
Position/relationship to young person/s

4 Specific details of the concerns/allegations:

Date/Time/Location of any incidents

How did the concern/allegation come to your attention?

Nature of concern/ allegation

Observations made by you:

eg changes in behaviour, inappropriate actions, injuries, etc

5. Record of conversation:

Record details of exactly what was said to you, what was said by you.

6. Action taken:

7. Contacts made:

8. Designated Person for Child Protection contacted:

Yes
(Please tick)

9. Action taken by Designated Person – immediate

--

10. Long term outcome

--