

## **B 4 CHILD PROTECTION**

The School's policy framework has been constructed following advice given by the Social Services Department of the Corporation of London. The policy is also in line with the London Child Protection procedures. Staff can at any time seek advice from the Corporation of London Social Services Department, who can offer general advice/support regarding a child without it necessarily becoming a referral (on a no name basis). However, if the name of the child is given and the Social Services Department is sufficiently concerned about the situation, they have a duty to make further enquiries. Staff thinking of getting advice should see the Second Master in the first instance.

### **Guiding Principles**

The School recognises several categories of abuse including physical, emotional and sexual abuse and also the negative consequences of neglect. It is guided by the Children Act 1989, Section 1, which replaces the notion of parental rights with parental responsibility and demands that the child's welfare be paramount in all procedures concerning child abuse. The School is aware of the wasteful consequences for children, in terms of impaired development and under achievement, when they are abused or neglected. Staff should ensure that all suspicions and allegations of child abuse are taken seriously and followed through appropriately by the designated Child Protection Officer (currently the Second Master). All staff have a responsibility to protect children in their care from abuse/exploitation. The School is a place where children should be safe from abuse as far as possible and all staff should understand, within the lines of responsibilities, what to do if they have concerns. All staff in the School are subject to CRB checks. Allegations of a child protection nature, made against a member of staff, will be dealt with following City of London Complaints Procedure (see Section B.19 and Section 7 of the City of London Child Protection Policy, (annex A) below).

The School recognises several key issues which it wishes to address including:

- the willingness to believe that child protection issues can arise anywhere
- the importance of early intervention and careful listening
- the need for an appropriate response

The School publishes a code of conduct for all teaching staff. (see **Section 2**).

### **Signs**

Child abuse may be suspected if any one or more of the following are evident.

The child is uncharacteristically:

- attention seeking/needing
- aggressive
- repetitively absent and/or late
- bruised
- friendless
- dirty/withdrawn and/or hungry
- hurting himself

- appearing depressed
- misusing drugs and alcohol
- bullying others or being bullied.

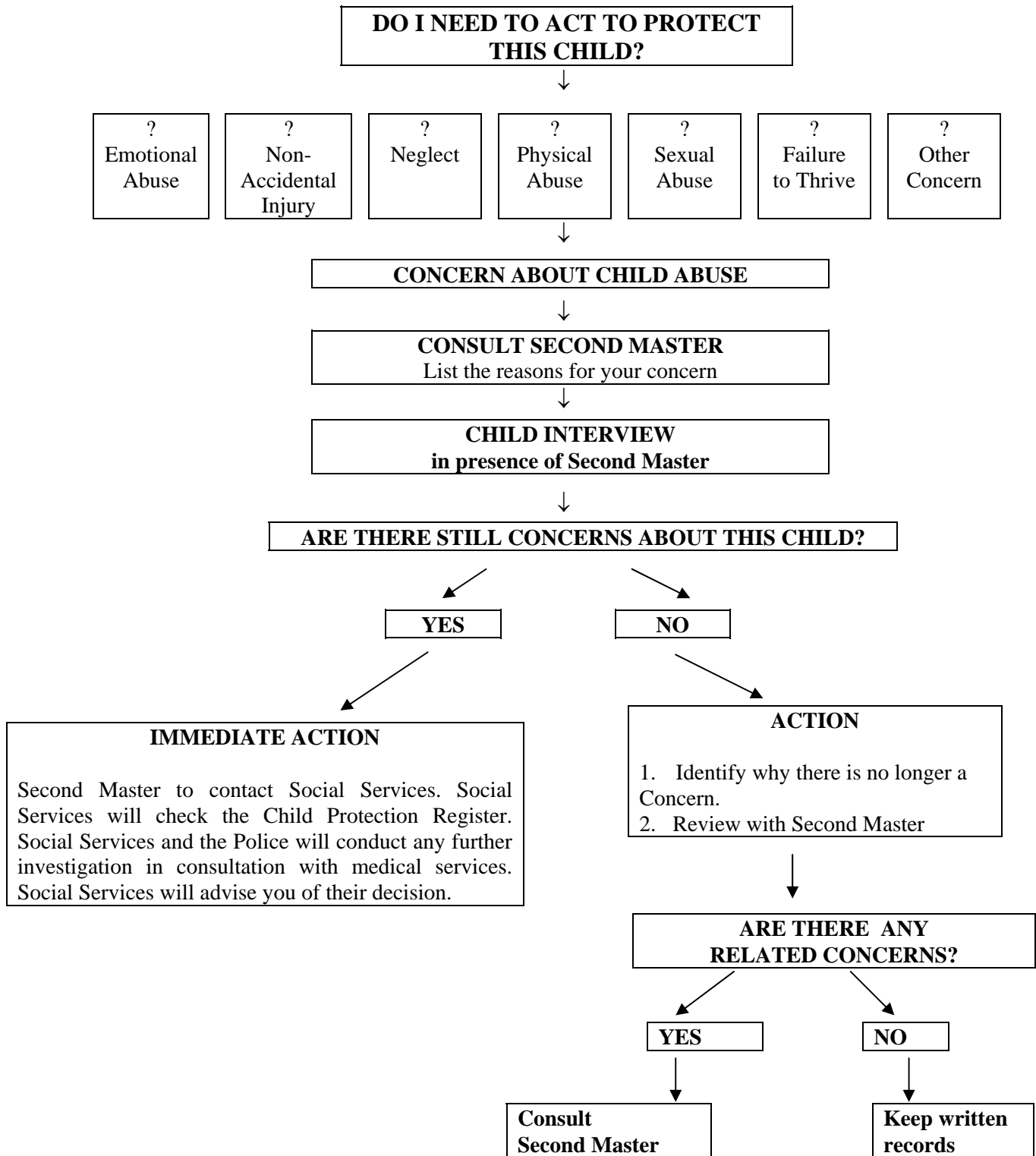
### **Procedures**

The Second Master is the designated teacher responsible for Child Protection, but the agreed procedure makes it plain that the responsibility for action rests with the individual regardless of their place within the school.

All suspicions or allegations of abuse must be treated seriously and if abuse is suspected, the following steps must be followed.

1. Alert the Second Master as soon as possible (same day). If this is not possible then see the Assistant Headmaster to discuss whether the concerns demand action prior to the Second Master becoming available.
2. Follow the procedures laid down in **Section 1** about how to make a referral.
3. All Staff (Teaching and Non-Teaching) were given training on this issue on the Staff Day in January 2008.

**SECTION 1**



## SECTION 2

### USEFUL ADVICE AND GUIDANCE FOR SCHOOL STAFF

#### Introduction

Child abuse of all kinds, physical, sexual and psychological, has been increasingly detected and brought to the attention of the general public in recent years. Its effects may be serious and long term.

While many child abusers are known to the victim either as relatives or as friends of the family, some meet children in other contexts. A small minority of these may gain access to children in schools as teachers, ancillary workers, volunteers or through their employment in some capacity relating to school activities.

Teachers and other school staff in particular are vulnerable both to the possible consequences of their close professional relationships with pupils and to malicious or misplaced allegations made by pupils deliberately or innocently, arising from normal and proper association in school.

This code of conduct is intended to assist school staff in dealing with the complex problem of child abuse by drawing attention to the areas of risk for teachers and others when in school and while participating in school-related activities and by offering guidance on prudent conduct in various circumstances.

It should be stressed that any form of abuse of children by staff in schools is rare. Nonetheless all staff in schools have a joint and individual responsibility and need to be vigilant about the conduct of others and prudent about their own conduct so that their relationships with pupils are seen to be entirely proper and professional.

This code is designed to assist all staff in maintaining high standards in their relationships with their pupils.

#### Private meetings with pupils

**Staff should be aware of the difficulties which may arise from private interviews with individual pupils.** It is recognised that confidential interviews carry with them responsibility for pupil welfare and that there is a risk involved in such meetings. Where possible, such interviews should be conducted in a room with visual access.

**If any form of physical contact, which may be open to misinterpretation, does occur during a private interview, it should be reported to a senior member of staff and a written record kept.**

## **Physical contact with pupils**

**As a general principle staff are advised not to make unnecessary physical contact with their pupils.** This is particularly the case with children of secondary school age and maturing children of primary school age.

**Physical contact which might be misconstrued by the pupil, parent or other casual observer should be avoided.** Such contact can include well intentioned informal gestures such as putting a hand on the shoulder or arm, which if repeated with an individual pupil, could be misconstrued, as well as more obvious and more intimate contact which should never occur.

There may be occasions when a distressed child needs comfort and reassurance which may include **physical comforting** such as a caring parent would offer. Staff should use their discretion in such cases to ensure that what is seen by others present to be normal and natural, does not become unnecessary and unjustified contact, particularly with the same child over a period of time.

Some staff are likely to come into **physical contact** with pupils from time to time in the course of their teaching or other work, for example when showing a pupil how to use a piece of apparatus or equipment or whilst demonstrating a move or an exercise during PE and Games. **Staff should be aware of the limits within which such contact should properly take place** and of the possibility of such contact being misinterpreted by the pupil.

**Staff who have to administer first aid** should ensure wherever possible that other children or another adult are present if they are in any doubt as to whether necessary physical contact in the circumstances could be misconstrued.

Following any incident **where members of staff feel that their actions have been or may be misconstrued**, a written report of the incident should be submitted immediately to the Headmaster. This would apply especially in a case where a teacher has been obliged to restrain a child physically to prevent them from inflicting injury to others or self injury.

**Staff should be particularly careful when supervising pupils in a residential setting or an extended visit away from home**, where more informal relationships tend to be usual and where staff may be in proximity to pupils in circumstances very different from the normal school environment.

## **Relationships and Attitudes**

**Staff should ensure that their relationships with pupils are appropriate to the age and gender of the pupils**, taking care that their conduct does not give rise to comment or speculation. Demeanour and language require care and thought, particularly when teachers of either sex are dealing with adolescent boys and girls.

## **Conclusion**

It would be impossible and inappropriate to lay down hard and fast rules to cover all the circumstances in which school staff relate to pupils and where opportunities for their conduct to be misconstrued might occur.

**In all circumstances professional judgement will be exercised and for the vast majority of staff this code of conduct will serve only to confirm what has always been their practice.** If staff have any doubts about points in this document they should consult their headmaster or a representative of their professional association.

From time to time, however, it is wise for all staff to reappraise their teaching styles, relationships with pupils and their manner and approach to individual pupils, to ensure that they give no grounds for doubt about their intentions, in the minds of colleagues, of pupils or of their parents.

Please see Annex A - the City of London Child Protection Policy below.



# CHILD PROTECTION POLICY

**City of London School (CLS)  
City of London School for Girls (CLSG)  
City of London Freemen's School (CLFS)}**

**Statement:**

**We 'The School' are committed to safeguarding and promoting the welfare of children and young people and expect all Staff and Volunteers to share this commitment.**

## **1.0 Introduction**

- 1.1 This policy has been prepared in accordance with the requirements of the Children Act 1989; the Education Act 2002; and the Education (Independent School Standards) (England) Regulations 2003 (as amended); and in line with publications issued by the Government entitled: "Working Together to Safeguard Children" 1999, "Framework for the Assessment of Children in Need and their Families" 2000, "What to do if You are Worried a Child is Being Abused" 2003, "*Safeguarding Children in Education*" guidance issued in 2004 and 2005, and relevant local Child Protection Procedures.
- 1.2 This policy has been prepared in consultation with the Children's Services Department from the relevant local authorities i.e. for CLS and CLSG this is the City of London, and for CLFS this is Surrey County Council (see Appendix for contact details).
- 1.3 The Governing Body takes seriously its responsibility under section 157 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within the school to identify, assess, and support those children who are suffering harm.
- 1.4 We recognise that all adults, including Staff and Governors, have a full and active part to play in protecting pupils from harm, and that the child's welfare is our paramount concern. Wherever the word "Staff" is used, it covers ALL staff on site, including support staff, and volunteers working with children

- 1.5 All staff believe that our School should provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual child.
- 1.6 The aims of this policy are:
  - 1.6.1 To support each child's development in ways that will foster security, confidence and independence.
  - 1.6.2 To provide an environment in which all children and young people feel safe, secure, valued and respected, and also feel confident, to approach adults if they are in difficulties believing they will be effectively listened to.
  - 1.6.3 To raise the awareness of all Staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
  - 1.6.4 To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the School, contribute to assessments of need and support packages for those children.
  - 1.6.5 To emphasise the need for good levels of communication between all members of Staff.
  - 1.6.6 To develop a structured procedure within the School, which will be followed by all members of the School community in cases of suspected abuse.
  - 1.6.7 To develop and promote effective working relationships with other agencies, especially the Police and Social Services.
  - 1.6.8 To ensure that all adults within the School who have substantial access to children have been checked as to their suitability.

## **2.0 Procedures**

- 2.1 Our school procedures for safeguarding children have been prepared in accordance with relevant legislation, DfES guidance and local Area Child Protection Committee (ACPC) / Safeguarding Children's Board (SCB) procedures. We will ensure that:
  - 2.1.1 All members of the Governing Body understand and fulfil their responsibilities.
  - 2.1.2 We have a designated member of staff, our Child Protection Liaison Officer (CPLO), who has undertaken relevant child protection training delivered through the local ACPC/SCB representative.

- 2.1.3 We have an additional member of Staff who will act in place of the designated CPLO when absent, and will receive relevant child protection training.
- 2.1.4 All members of Staff are provided with relevant Child Protection Awareness information, as provided by the Proprietor and/or Local Authority, to develop their understanding of the signs and indicators of abuse, along with individual responsibilities.
- 2.1.5 All members of Staff and Governors are advised on how to respond to 'Disclosures of Abuse' through relevant training.
- 2.1.6 All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the School's Child Protection Policy, and reference to it in our introductory School pack.
- 2.1.7 Our lettings policy will seek to ensure the suitability of adults working with children on School sites at any time.
- 2.1.8 Community users organising activities for children are aware of the School's child protection guidelines and procedures.
- 2.1.9 We will ensure that our selection and recruitment of staff includes checks for their suitability with the Criminal Records Bureau (CRB). These checks will also be carried out on Staff with a break in service of more than 3 months, or those that were not previously eligible for a Disclosure but have moved to work that involves significantly greater responsibility for children. In accordance with procedures adopted by the City of London, CRB checks are also carried out on all new Governors at the School.
- 2.1.10 We will ensure that any member of staff found not suitable to work with children will be notified to the appropriate bodies i.e. List 99 for education staff.
- 2.2 Our procedures will be reviewed annually by the Board of Governors.
- 2.3 The name of the CPLO will be clearly advertised in the School, with a statement explaining the School's role in referring and monitoring cases of suspected abuse and/or risk to a child.
- 2.4 All new members of Staff will be given a copy of our Child Protection policy, and the procedures "What to do if You're Worried a Child is Being Abused", with the CPLO's name clearly displayed, as part of their induction into the School.

### **3.0 Responsibilities**

- 3.1 The designated teacher, CPLO, is responsible for:
  - 3.1.1 Referring a child to the Local Authority Children's Services Representative (LACSR), if there are concerns about possible abuse, and acting as a focal point for staff to discuss concerns. All referrals will be carried out in accordance with local ACPC/SCB procedures.
  - 3.1.2 Keeping written records of concerns about a child even if there is no need to make an immediate referral.
  - 3.1.3 Ensuring that all such records are kept confidentially and securely in accordance with the Data Protection Act (1998) and are kept separate from pupil records.
  - 3.1.4 Ensuring that an indication of further record-keeping is marked on the pupil records.
  - 3.1.5 Liaising with other agencies and professionals.
  - 3.1.6 Ensuring that either they or the class/form teacher (or, where applicable, a member of the Boarding House staff) attends case conferences, core groups, or other multi-agency planning meetings, contributes to assessments, and provides a report which has been shared with the parents.
  - 3.1.7 Ensuring that any pupil currently on the child protection register who is absent without explanation for two days is referred to their key worker's Social Care Team.
  - 3.1.8 Organising child protection training for all school staff.
  - 3.1.9 Providing, with the Head, and in consultation with the Town Clerk, an annual report for the Board of Governors, detailing any changes to the policy and procedures; training undertaken by the CPLO, and by all Staff and Governors; the number and type of incidents/cases, and the number of children on the child protection register (anonymised).

### **4.0 Supporting Children**

- 4.1 We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves and find it difficult to develop and maintain a sense of self worth.
- 4.2 We recognise that the School may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- 4.3 We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

- 4.4 The School will support all pupils by:
- 4.4.1 Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst attempting to counteract aggression and bullying.
  - 4.4.2 Promoting a caring, safe and positive environment within the School.
  - 4.4.3 Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
  - 4.4.4 Notifying the Child's home area LACSR as soon as there is a significant concern.
  - 4.4.5 Providing continued support to school leavers identified as potentially at risk of abuse, by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school and ensuring relevant medical records are forwarded as a matter of priority.

## **5.0 Confidentiality**

- 5.1 We recognise that all matters relating to child protection are confidential.
- 5.2 The Head or CPLO will disclose any information about a pupil to other members of staff on a need to know basis only, and in accordance with relevant DfES guidance and Access to Information legislation.
- 5.3 All Staff are made aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 5.4 All Staff are made aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- 5.5 We will always undertake to share our intention to refer a child to the LACSR with their parents/carers unless this could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the Duty Manager from the local Children's Services department on this point.

## **6.0 Supporting Staff**

- 6.1 We recognise that staff working in the School who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.
- 6.2 We will support such staff by providing an opportunity to talk through their anxieties with the CPLO and to seek further support as appropriate.

## **7.0 Dealing With Allegations of Abuse Against Staff**

- 7.1 Procedures for dealing with allegation of abuse against Staff are carried out in accordance with DfES guidance 'Safeguarding Children in Education: Dealing With Allegations of Abuse Against Teachers and Other Staff' issued in November 2005 (Ref: DfES/2044/2005). All Staff are made aware of this guidance, the School's procedures, and other local guidance relating to this issue.
- 7.2 All School Staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.
- 7.3 We understand that a pupil may make an allegation against any member of Staff.
- 7.4 If such an allegation is made, the member of staff receiving the allegation will immediately inform the Head and the CPLO where appropriate. The Head on all such occasions will discuss the content of the allegation with the Town Clerk, any other relevant City Officer, and the Chairman of Governors where appropriate. The LACSR representative will also be informed of any allegation.
- 7.5 If an allegation is made against the Head, the person receiving the allegation will immediately inform the Chairman of Governors who will consult as in 7.4 above, without notifying the Head first.
- 7.6 An allegation of abuse will normally be referred to a Strategy Meeting, involving representatives from the School and the LACSR. A Strategy Meeting also covers any urgent formal strategy discussion which may take place between the police, social care and education managers prior to the first meeting.
- 7.7 We will follow the City of London's Disciplinary Procedures for Teachers when managing allegations against staff, a copy of which is readily available in the School. Disciplinary action will be considered in conjunction with discussions at the Strategy Meeting.
- 7.8 We would not normally send a child home, pending such an investigation, unless this advice is given exceptionally as a result of a Strategy Meeting.
- 7.9 Suspension of the member of Staff, excluding the Head, against whom an allegation has been made, needs careful consideration, and the Head will seek the advice from the Town Clerk, and any other relevant City Officer before deciding on the course of action to be taken.
- 7.10 In the event of an allegation against the Head, the decision to suspend will be made by the Chairman of Governors with advice as in 7.9 above.

## **8.0 Whistle-blowing**

- 8.1 We recognise that children cannot be expected to raise concerns in an environment where Staff fail to do so.
- 8.2 All Staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. Staff can also utilise the City of London's 'Whistle-blowing' facilities via the telephone hotline and/or website.

## **9.0 Physical Intervention**

- 9.1 The School's policy on physical intervention by staff is set out in the Teachers Guide, and acknowledges that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.
- 9.2 Such an event should be recorded and signed by a witness should there be one. If there was no witness the CPLO must be informed immediately.
- 9.3 We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

## **10.0 Bullying**

- 10.1 Our policy on bullying is set out in a separate document (The Anti-Bullying Policy) and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes homophobic and gender related bullying.

## **11.0 Racist Incidents**

- 11.1 The School adheres to the City of London's Equal Opportunities Policy. The School acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

## **12.0 Prevention**

- 12.1 We recognise that the School plays a significant part in the prevention of harm to our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection.
- 12.2 The School community will therefore:
  - 12.2.1 Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.

12.2.2 Ensure that all children know there is an adult in the School whom they can approach if they are worried or in difficulty.

12.2.3 Include across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

### **13.0 Health & Safety**

13.1 Our Health & Safety policy, set out in a separate document, details the measures being taken by the School to promote the health and safety of all children and staff within the School's environs. Other aspects, such as the procedures for internet use and School trips are set out in this and/or other School policies.

### **14. Relevant Contacts**

14.1 Relevant contact details for issues relating to child protection at each of the three City Schools can be found in the attached appendix.

## **APPENDIX**

### **City of London School**

Address: Queen Victoria Street, London,  
EC4V 3AL  
Telephone: 020 7489 0291  
Headmaster David Levin  
CPLO Gary Griffin (Second Master)  
Local Children's Services Contact Pat Dixon (City of London)  
020 7332 1215  
patdixon@cityoflondon.gov.uk

### **City of London School for Girls**

Address: St. Giles Terrace, Barbican,  
London, EC2Y 8BB  
Telephone: 020 7628 0841  
Headmistress Ms Diana Vernon  
CPLO Andrew Douglas (Deputy Head)  
Local Children's Services Contact Pat Dixon (City of London)  
020 7332 1215  
patdixon@cityoflondon.gov.uk

### **City of London Freeman's School**

Address: Ashted Park, Surrey, KT21 1ET  
Telephone: 01372 277933  
Headmaster Philip MacDonald  
CPLO Vicki Buckman (Deputy Head)  
Local Children's Services Contact Gail Chalkley (Surrey County  
Council)  
020 8541 9559  
gail.chalkley@surreycc.gov.uk