



Rugby School

# **Child Protection Policy**



## Rugby School

### INTRODUCTION

Rugby School recognises the responsibility it has under **Section 157** of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children.

Through their day-to-day contact with pupils and direct work with families, staff at the school have a crucial role to play in noticing indicators of possible abuse or neglect and referring them to the appropriate agency, normally the appropriate Children's Team (Social Care).

This Policy sets out how the Governing Body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school.

**There are five main elements to our Policy:**

**PREVENTION** through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos.

### **GOVERNING BODY CHILD PROTECTION RESPONSIBILITIES**

**PROCEDURES** for identifying and reporting cases, or suspected cases, of abuse.

**SUPPORT TO PUPILS** who may have been abused.

### **PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN**

Our Policy applies to all staff and volunteers working in the school.

#### 1. **PREVENTION**

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children.

The school will therefore:

- Establish and maintain an ethos where children feel secure and 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 or in difficulty;
- Include in the curriculum activities and opportunities for PSHE which equip children with the skills they need to stay safe from abuse and information about who to turn for help;

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

## 2. GOVERNING BODY CHILD PROTECTION RESPONSIBILITIES

The Governing Body fully recognises its responsibilities with regard to child protection and to safeguarding and promoting the welfare of children. Appendix 3.

It has:

- designated a Governor for child protection (**Dr Eric Wood working in partnership with Lady Susanna McFarlane**) who will oversee the school's Child Protection Policy and practice and champion child protection issues;

It will:

- ensure an annual report is made to the Governing Body on child protection matters, to include changes affecting Child Protection policy and procedures, child protection training received, the number of incidents/cases (no names) and child protection in the curriculum;
- ensure that this policy is annually reviewed and updated.

## 3. PROCEDURES

We will follow the procedures set out in the Warwickshire Local Safeguarding Children Board "**Safeguarding Inter-Agency Procedures**" (Sky Blue Book).

In addition, staff and managers in our school must 'have regard' to the guidance issued in '**Safeguarding Children and Safer Recruitment in Education**' January 2007.

### **The Designated Senior Member of Staff for Child Protection**

**Sally Rosser (Deputy Head)** is the designated senior member of staff who has undertaken, as a minimum, the two day child protection training course, accredited by the Local Safeguarding Children Board. **Anne Naylor (Hm Griffin)** is the Assistant CPO and **Lisa Haywood (School Counsellor)** has also undergone the full training.

The School will:

- Ensure this training is updated every two years in accordance with Government guidance;
- Recognise the importance of the role of the designated teacher and ensure she has the time and training to undertake her duties;
- Ensure there are contingency arrangements should the designated member of staff not be available;

- Ensure that the designated member of staff will take advice from a child protection specialist when managing complex cases (e.g. Education Safeguarding Children Manager).
- Ensure that the designated member of staff is responsible for coordinating action where it is suspected that a child is in need, has been harmed, or is at risk of significant harm.
- Ensure they are familiar with Local Safeguarding Children Board procedures and DfES guidance (Ref. 2.1).
- Ensure child protection records are maintained.

### **The Role of School Staff**

The school will:

- Ensure every member of staff knows:
  - the name of the designated person(s) and her/his role;
  - that they have an individual responsibility for referring child protection concerns using the proper channels (school/education support service procedure – Appendix 1) and within the timescales set out in the Inter-Agency procedures;
  - where the Inter-Agency procedures and school/education support service Child Protection procedures are located;
- Provide training for all staff from the point of their induction, and update every three years (minimum half day/3 hours), so that they know:
  - their personal responsibility;
  - the school procedures;
  - the need to be vigilant in identifying cases of abuse;
  - how to support and to respond to a child who tells of abuse.
- Ensure that all staff recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed policies.

### **Liaison with Other Agencies**

The school will:

- Work to develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters.
- Notify the local Children's Team (Social Care) if:
  - it should have to exclude a pupil with a Child Protection Plan (whether fixed term or permanently)

- there is an unexplained absence of a pupil with a Child Protection Plan of more than two days duration from school (or one day following a weekend); or as agreed as part of any child protection or core group plan;
- it is concerned about the welfare of any child with a Child Protection Plan

### **Record Keeping**

The School will:

- Keep clear detailed written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Social Care immediately;
- Keep records in a folder in a meticulous chronological order;
- Ensure all records are kept secure and in locked locations;
- Ensure all relevant child protection records are sent to the receiving school, college or other education establishment when a pupil moves.

### **Confidentiality and Information Sharing**

- Staff will ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff will seek advice from a senior manager or outside agency as required (e.g. Education Safeguarding Children Manager).

*[The Local Safeguarding Children's Board guidance on the Sharing of Information on Children in Need and in Need of Protection can be accessed from the LSCB Website at [www.warwickshire.gov.uk/WSCB](http://www.warwickshire.gov.uk/WSCB).]*

- The designated Child Protection Officer will disclose any information about a pupil to other members of staff on a need to know basis only.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff must be aware that they cannot promise confidentiality to a child/parent.

### **Communication with Parents**

The School will:

- Undertake appropriate discussion with parents prior to involvement of another agency unless the circumstances preclude this;
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations on the school website.

#### 4. SUPPORTING THE PUPIL AT RISK

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation and some sense of self-blame.

This school may be the only stable, secure and predictable element of the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn.

We recognise that some children actually adopt abusive behaviours and that these children must be referred on for appropriate support and intervention.

- The school will endeavour to support the pupil through:
  - The content of the curriculum to encourage self-esteem and self-motivation;
  - The school ethos which (i) promotes a positive, supportive and secure environment, (ii) gives pupils a sense of being valued;
  - “The Guidelines for Life at Rugby School” is the school’s behaviour policy. This is aimed at supporting pupils. All staff agree on a consistent approach, which focuses on the behaviour of the offence committed by the child but does not damage the pupil’s sense of self worth. The school will ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred;
- Liaison with other agencies which support the pupil such as Social Care, Child and Adolescent Mental Health Services, the Educational Psychology Service, Behaviour Support Service and the Education Social Work Service;
- A commitment to develop productive and supportive relationships with parents whenever it is in a pupil’s best interest to do so;
- Recognition that children living in a home environment where there is domestic violence, drug or alcohol abuse are vulnerable and in need of support and protection;
- Vigilantly monitoring children’s welfare, keeping records and notifying Social Care **as soon as there is a recurrence of a concern.**

When a pupil with a Child Protection Plan leaves, information will be transferred to the new school immediately. The Independent Reviewing Officers Manager will also be informed. Where the child’s destination is unknown, the ‘Missing Children’ procedures must be followed. (Obtained from Principal Education Social Worker).

#### **Drug Use and Child Protection**

- The discovery that a young person is using illegal drugs or reported evidence of their drug use is not necessarily sufficient in itself to initiate child protection proceedings, but the school will consider such action in the following situations:
- When there is evidence or reasonable cause:

- to believe the young person's drug misuse may cause him or her to be vulnerable to other abuse such as sexual abuse;
- to believe the pupil's drug related behaviour is a result of abusing or endangering pressure or incentives from others, particularly adults;
- where the misuse is suspected of being prompted by serious parent/carer drug misuse.

### **Children of Drug Using Parents**

- Further enquiries and/or further action will be taken when the school receives reliable information about drug and alcohol abuse by a child's parents/carers in the following circumstances:
  - the parental misuse is regarded as problematic (i.e. multiple drug use including injection);
  - a chaotic and unpredictable home environment exists which can be attributed to drug or alcohol misuse;
  - children are not being provided with acceptable or consistent levels of social and health care;
  - children are exposed to criminal behaviour.

## **5. PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN**

The school will operate safer recruitment practices including ensuring appropriate CRB and reference checks are undertaken according to the DfES document 'Safeguarding Children and Safer Recruitment in Education, January 2007'.

The school will consult with the Education Safeguarding Children Manager in the event of an allegation being made against a member of staff and adhere to the relevant procedures set out in Safeguarding Children and Safer Recruitment in Education, the Allegations Against Staff Procedure and the school's Personnel Manual (i.e. the manual produced by WES Personnel for subscribing schools).

The school will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed at the school and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.

The school will ensure that all staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents as advised by the Local Authority's Code of Conduct.

The school will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of position of trust).

## **6. OTHER RELATED POLICIES**

### **6.1 Physical Intervention**

Our policy on physical intervention by staff is set out in a separate document. We acknowledge that staff must only ever use physical intervention as a last

resort, and that at all times it must be the minimum force necessary to prevent injury to themselves, another person or property.

#### 6.2 Bullying

Our policy on bullying including cyber-bullying is set out in “The Guidelines for Life at Rugby School” and is reviewed annually by SMT. We acknowledge that to allow or condone bullying may lead to consideration under child protection procedures.

#### 6.3 Racist Incidents

Our policy relating to racist incidents is covered within our anti-bullying policy. It is set out in a separate document which is reviewed annually by the SMT. We acknowledge that repeated racist incidents or a single serious incident may lead to further action under child protection procedures.

#### 6.4 Health and Safety

Our Health and Safety Policy, set out in a separate document, is reviewed annually by the SMT and the Governing Body. It reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits.

#### 6.5 Children with Statements of Special Educational Needs

We recognise that statistically children with behaviour difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems are particularly sensitive to signs of abuse.

#### 6.6 Curriculum

The ‘Safeguarding Children’ consultation document which resulted in updated guidance relating to protecting children from abuse and which came into effect at the same time as Section 157 of the Education Act 2002 in June 2004 states that:

Our Personal, Social and Health Education (PSHE) curriculum provides opportunities for children and young people to learn about keeping safe; and who to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle pupils should be taught, for example:

- To recognise and manage risks in different situations and then decide how to behave responsibly;
- To judge what kind of physical contact is acceptable and unacceptable;
- To recognise when pressure from others (including people they know) threatens their personal safety and well-being and develop effective ways of resisting pressure; including knowing when and where to get help;

#### 6.7 E-Safety

Our e-safety policy is set out in the “Guidelines for Life at Rugby School”. It reflects that e-safety is not an ICT issue, it is a safeguarding issue, and that we need to balance keeping children safe with allowing them the freedom to explore new technologies. Through our policy we intend limiting the risks that young people are subject to. Because it is a rapidly developing and moving issue the SMT will review this policy on a regular basis.

#### 6.8 Allegations against Staff (including Whistleblowing Policy)

Our policy follows the procedure laid out in the Warwickshire local safeguarding children board 'Safeguarding Interagency procedures' (Sky Blue Book).

6.9 Attendance

We recognise that full attendance at school is important to the well-being of all our pupils and enables them to access the opportunities made available to them from our school.

6.10 Staff Conduct

The School has adopted the Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings March 2009. The practice guidance provides clear advice on appropriate and safe behaviours for all adults working with children in paid and unpaid capacities in all settings and all contexts.

6.11 "Guidelines for Life at Rugby School"

This is our behaviour policy. It is reviewed regularly by the SMT. This policy is transparent to staff, parents and pupils.

6.12 Forced Marriage

The school follows the multi-agency statutory guidance for dealing with forced marriage which can be downloaded at [www.fco.gov.uk/forcedmarriage](http://www.fco.gov.uk/forcedmarriage).

This policy was ratified on: .....

and will be reviewed on: .....

Signed by the Head Master/  
Chairman of the Governing Body

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