

# CHILD PROTECTION POLICY

## PREAMBLE

**Section 175 of the Education Act 2002** imposes duties on governing bodies and LEAs concerning the welfare of children. This includes making sure that they carry out their functions with a view to safeguarding and promoting the welfare of pupils, whilst regarding government guidance.

The **DfES** has issued guidance in **June 2004**. The Department of Health has also issued guidance as to what to do if you are worried that a child is being abused. This has been produced to help anyone who works with children to safeguard their welfare by ensuring quick action.

A DoH Report @Safeguarding Children: The Joint Chief Inspectors' Report on Arrangements to Safeguard Children can be found on:

[www.doh.gov.uk/ssi/childrensafeguardsjoint](http://www.doh.gov.uk/ssi/childrensafeguardsjoint) and [www.legislation.hmso.gov.uk](http://www.legislation.hmso.gov.uk)

Where child abuse involves a sexual offence - the **Sexual Offences Act 2003** (statutory from May 2004) contains some new and some redefined criminal offences affecting people who work in schools and colleges. **Section 21** defines a person in a position of trust:

A person 'in a position of trust' is one who 'looks after persons under 18 who are receiving education at an educational institution', and 'the victim is receiving education and the offender is not receiving education at that institution'.

The Act also distinguishes between sexual offences committed by children against each other where the sexual activity is exploitative and sexual activity which is undertaken with mutual and informed consent.

It is also incumbent on schools to prevent unsuitable people from working with children. There are three processes in place to prevent unsuitable people from working with children and young persons:

- pre-appointment checks
- Criminal Records Bureau checks
- arrangements for reporting individuals to the Secretary of State on the grounds of misconduct

Checks have to be made on school staff at the time of appointment. Some of the checks are mandatory in law, while others are strongly recommended. Schools should make all the checks unless there are overriding reasons for not doing so. The Department recommends that the following checks should be made on all people (including volunteers) who come into contact with children:

- **Identity (e.g. by asking for proof of identity)**
- **Academic qualifications (eg by asking to see a relevant certificate)**
- **List 99 – kept by the DfES of barred or restricted persons**
- **Health**
- **Professional and Character References**
- **Previous Employment History - GTC**
- **Criminal Record Check - CRB**
- **Qualified Teacher Status (QTS)**

Anyone appointed to teach in a maintained school or non-maintained special school must either have QTS, or be exempted.

Exempted persons are:

- **trainee teachers on teaching practice**
- **teachers working towards QTS on an employment based programme**
- **overseas trained teachers ( outside the European Economic Area)**
- **unqualified teachers ( e.g. instructors)**
- **Overseas Candidates** – extra care is recommended some countries do not provide the same level of coverage as the UK

Further information about criminal record information, which might be obtained from overseas police forces is available from the **Teachers' Misconduct Team, Pupil Support and Independent Schools Division, DfES, Mowden Hall, Staindrop Road, Darlington, DL3 9BG, Telephone enquiries: 01325 392 098/392099 or 3962110, email [tsm.casework@dfes.gsi.gov.uk](mailto:tsm.casework@dfes.gsi.gov.uk)**

### **Guidance**

Guidance on the processes observed by the DfES is contained in Preventing Unsuitable People Working with Children: Guidance for Education Staff, available from the Teachers' Misconduct Team, and on the DfES website.

### **Managing Child Protection within Porthcawl Comprehensive School**

Managing child protection within the school follow the Allegations of Abuse guidelines issued in January 2002. Schools are expected to have a 'designated teacher' and 'nominated governor', who between them co-ordinate action within the school, with child protection agencies and with the police.

In addition, all school staff are expected to play a part in the prevention of abuse, and in maintaining a safe environment. A crucial role from early school days is to help children understand what is unacceptable behaviour towards them and to speak out if they are worried. Once they do, they must be listened to, and their concerns passed on to the designated teacher.

The school ensures that all staff have had relevant training in child protection procedures, and the part that all staff, including support staff, can play in improving protection. Schools who are unsure of the state of knowledge and experience of staff should consider what training might now be beneficial.

### **Internet Abuse**

A disturbing new phenomenon is the easy access children have to the internet. To try to come to terms with this problem, the school will work with parents in educating children on 'safe surfing'. The Home Office's Internet Child Protection Task Force, which has brought about improved supervision of Chat Rooms, has produced a booklet for parents, which would also be a great help to schools.

[www.wiseuptothenet.co.uk](http://www.wiseuptothenet.co.uk)

### **Useful References:**

Working Together to Safeguard Children 1999;  
Staff Facing an Allegation of Abuse, January 2002;  
Keeping your child safe on the Internet ([www.wiseuptothenet.co.uk](http://www.wiseuptothenet.co.uk) or available in hard copy from 0800 77 1234 );  
Child Protection: Preventing Unsuitable People from Working with Children and Young Persons in the Education Service, DfES 0278/2002, May 2002.

Circular 7/96, Use of supply Teachers and the associated Guidance Notes for Teacher Employment Businesses and Agencies  
Circular 4/99, Physical and Mental Fitness to teach of Teachers and of Entrants to Initial Teacher Training  
Criminal Justice and Court Services Act 2000  
Rehabilitation of offenders Act 1974  
Protection of Children Act 1999

**Documents which have now been superseded:**

Circular 9/93, Protection of Children: Disclosure of Criminal background of Those with Access to Children  
Circular 11/95, Misconduct of teachers and Workers with children and Young Persons  
Guidance about criminal records checks and List 99 checks contained in Circular 7/96 Use of Supply Teachers  
Action Note dated 14 July 1998  
Guidance Note issued on 10 September 1998

**CHILD PROTECTION POLICY**

**POLICY**

- To nominate a Child Protection Co-ordinator  
(in the event of the Co-ordinator being unavailable)  

or
- To nominate a Governor
- To honour a statutory obligation to work with other agencies, to promote an understanding and build relationships with these agencies, notably Social Services
- To raise awareness of both teaching and non-teaching staff of the need for child protection and their responsibilities in identifying and reporting possible cases of abuse
- To emphasise the need for good levels of communication between all members of staff
- To raise awareness of child protection procedures established by Area Child Protection Committees (ACPCs)
- To integrate a child protection curriculum within the existing curriculum allowing for continuity through all the key stages
- To monitor children who have been identified as 'at risk'
- To support the child's development in ways which will foster security, confidence and independence
- To develop a network of support for young people and adult members of the school community

Mrs M Crockett  
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(Headteacher)  
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(Deputy Head)  
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## PROCESS

The School has identified the following processes whereby children at risk can be identified and their needs responded to promptly and efficiently.

### **Making Staff aware of the types of Child Abuse:**

Physical            non-accidental cuts, bruises, wounds, burns, fractures, bites, poisoning, etc.

Neglect chronic inattention to a child's basic needs for warmth, shelter, food, clothing, etc.

Emotional        extreme denial of love, attention, security and well-being

Sexual            actual or likely sexual exploitation of a child or adolescent

### **Making children aware that openness is a key feature of Child Protection:**

The school aims to create an atmosphere of openness whereby children can feel secure and that their concerns will be listened to. What they say will be taken seriously and every effort will be made to foster sensitive relationships between staff and pupils. Pupils should be confident to approach adults if in difficulties.

### **Making children aware of Child Protection through the PSE Curriculum**

Child abuse is covered within the PSE lessons. The school has a preventative role to play by looking towards a time when pupils themselves will be parents.

If children are being injured or emotionally abused within the school by fellow pupils, they too will be protected. (re.: Anti-Bullying Policy)

## PROCEDURES

The following guidelines on procedures are based on the fundamental principle that staff are trained to act professionally, neither jumping to a conclusion unreasonably nor failing to act on genuine concerns. The following procedures must be followed:

### **Monitoring Concerns**

Step 1: A written record is required giving details of an incident or information given by a pupil on an information sheet.

Step 2: The incident or information given must be discussed **immediately** with the Child Protection Co-ordinator (or Headteacher).

### **Referrals**

A referral should not be seen as an allegation that abuse has necessarily occurred. However, the school has a responsibility to ensure the welfare of all children and occasionally cases may need to be referred to other investigative agencies as a constructive and helpful measure.

Following a disclosure of alleged child abuse being made by a member of staff, the Child Protection Co-ordinator (or Headteacher) will decide whether it is necessary to make a referral to the **Duty Team of the Child Protection Unit** within the Social Services Department. A referral by telephone must be followed up in writing within 24 hours.

At all times, written record must be kept and retained confidentially in a secure location.

If a member of staff has been allegedly involved in a case of abuse, the Headteacher will act in accordance with LEA inter-agency procedures. Although the protection of the interest of the child is the priority, the legitimate interests of a teacher or other accused person must also be recognised as they may be falsely accused.

### **Case Conferences**

A commitment to attend inter-agency conferences is recognised as a priority.

### **Confidentiality**

A member of staff should listen to a child's version of events:

- with tact and sympathy
- **without interruption**
- and, keep accurate records of the discussion to pass on to the Child Protection Co-ordinator

In doing so they **must not**:

- ask leading questions
- **give undertakings of absolute confidentiality**
- fail to disclose records/ conversation to the Child Protection Co-ordinator

### **Additional guidelines and documentation on:**

Signs and Symptoms of Abuse  
Advice about dealing with disclosures  
Monitoring and Record Keeping  
Report Forms