



**Runnymede  
St Edward's  
School**

# **SAFEGUARDING POLICY**

**Spring 2010**



## **RUNNYMEDE ST EDWARD'S SCHOOL**

### **SAFEGUARDING/CHILD PROTECTION POLICY (Incl EYFS, KS1 and KS2)**

This policy is carried out with due regard to our Mission Statement.

“Runnymede St Edward’s School is a Catholic Community which reflects the spirit of Blessed Edmund Rice and aims to inspire, challenge and support all.”

#### **INTRODUCTION**

Section 157 of the Education Act (2002) requires Independent schools to ‘make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children’. In doing so the school also has due regard to the DCFS document – Safeguarding Children and Safer Recruitment in Education – Jan 2007.

The aim of this policy is to safeguard and promote our pupil’s welfare, safety, health and guidance by fostering an honest, open, caring and supportive climate. The pupil’s welfare is of paramount importance.

The policy is written in accordance with Liverpool’s locally agreed inter-agency procedures and is made available to all parents of the school via the school website or by a giving/sending a copy on request.

Runnymede St Edward’s fully recognises the contribution it can make to protect children. This will be carried out by applying three main elements to our Child Protection Policy.

- **Prevention**  
by creating a positive school atmosphere and ensuring appropriate teaching and pastoral support to each child
- **Protection**  
by following agreed procedures, ensuring staff are appropriately recruited following Government Safer Recruitment guidelines, trained and supported to respond appropriately and sensitively to Child Protection Concerns.
- **Support**  
given to all pupils and staff and to children who may be especially vulnerable

The policy applies to all staff teaching and non-teaching and to all volunteers and visitors who work with children. It also applies to any other staff employed by another organisation but working at Runnymede St Edward's School, who will be subject to its procedure and to appropriate checks – evidence of CRB or completion of the schools Screening Document.

## **RUNNYMEDE ST EDWARD'S COMMITMENT**

We recognise that high self esteem, confidence and supportive friends and clear lines of communication with a trusted adult helps all children and especially those at risk of or suffering from abuse.

- Establish and maintain an ethos where children feel secure and are encouraged to talk and are listened to
- Ensure that children know that there are adults who they can approach if they are worried or are in difficulty
- Include in the curriculum activities and opportunities which equip children with the skills they need to stay safe from abuse and which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills
- Ensure that wherever possible, every effort will be made to establish effective working relationships with parents and colleagues from other agencies and

ensure that any deficiencies or weaknesses in safeguarding/child protection arrangements are remedied without delay.

## **FRAMEWORK**

“Schools do not operate in isolation. The welfare of children is a corporate responsibility of the entire local authority, working in partnership with other public agencies, the voluntary sector and service users and carers. All local authority services have an impact on the lives of children and families and local authorities have a particular responsibility towards children and families not at risk of social exclusion” – Working together to Safeguard Children 1999.

Child protection is the responsibility of all adults especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of the Local Authority Safeguarding Children Boards.

All adults working with or on behalf of children have a responsibility to safeguard and promote the welfare of children. There are, however, key people within schools and the Local Authority who have specific responsibilities under child protection procedures.

The Safeguarding/Child Protection Co-ordinator for the whole school including Early Years Foundation Stage is Miss Carter and the Deputy Safeguarding/ Child Protection Co-ordinator is Mrs Pinnington. The Associate Governor responsible for Safeguarding/Child Protection is Dr M F Duffy. Responsibilities include:

- Following Safeguarding Children and Safer Recruitment procedures( including CRB checks and compliance with Independent Schools standards Regulations.
- Ensuring that effective communication and liaison with social services and other agencies takes place

- Ensuring that all staff have an understanding of child abuse and its main indicators and are aware of the school's policy and the LA Safeguarding Children Procedures Manual (copies available in the Head teacher's Office/Staff Room). See Appendix 1 and 2
- Ensure staff are aware of acceptable behaviour by Adults towards children – See Appendix 5
- Support and advise staff in their child protection work
- Provide specialist input into the planning of the content and delivery of the personal, social and health education curriculum – See Appendix 7
- Attending regular appropriate training courses
- Governors annual review (delegated to the Curriculum Committee) of policy, procedures, regulatory compliance and the efficiency with which the policy and its procedures are carried out.

### **In School Procedures**

Where it is believed that a child is suffering from, or is at risk of, significant harm, we will follow the structures set out in the Area Safeguarding Children Procedures.

- In the event of a member of staff (whether teaching or non-teaching) having a Child protection concern about a pupil, s/he will immediately inform the CPC and record accurately (including date) the event/s giving rise to the concern on Appendix 3 form/Appendix 6.
- The action taken (outlined in the LA Safeguarding Children Procedures Manual) should be followed scrupulously
- Screening document to be completed by all staff and all visitors to the school. (Appendix 4).

### **Training and Support**

- The CPC and Deputy will attend appropriate training in Child Protection and inter agency working. To include at least, basic LA initial training, regular updates every two years and more frequently when changes of procedure require it.

- All staff, both teaching and non-teaching, who come into contact with children will receive regular training in child protection at least every three years, and more frequently when changes of procedure require it.
- Part time and voluntary staff will also be made aware of arrangements.
- Anyone who joins the school staff will be CRB checked and fully briefed concerning their responsibilities within child protection.
- A single central register of adults in contact with children is kept and updated appropriately by the school
- The stress on staff involved in any aspect of child protection work is considerable, and the school will ensure that such staff are supported appropriately

## **Confidentiality**

Safeguarding/Child protection procedures insist that the protection and welfare of the child must be paramount. For reasons of confidentiality only those people who need to know should be told and conversations about the child should always be held in private.

## **Parents**

*'Parents should be aware that the school will take any reasonable action to ensure the safety of its pupils/students. In cases where the school has reason to be concerned that a child may be subject to ill-treatment, neglect or other forms of abuse, staff have no alternative but to follow Liverpool Safeguarding Children Manual procedures and inform Social Services of their concern.'*

Parents will not always be fully informed of concerns unless staff are certain that the safety of the child will not be prejudiced by their doing so.

## **Records**

Well kept records are essential to good child protection practice. Our school is clear about the need to record any concerns held about a child or children within our care,

the status of such records and when these records should be passed over to other agencies.

- The school will maintain accurate, well kept records
- Only those people who need to know should be told and conversations about the child should always be held in private
- The procedures outlined in the LA Safeguarding Children Procedures Manual must be strictly followed
- Child Protection records will be kept securely locked

### **Consultation with other Agencies**

### **Child Protection Conferences/Reviews**

- The school will ensure that all child protection conferences are attended by a member of staff who is properly informed about the immediate concerns as well as about the child and his/her history

### **Assessment and Referral Forms**

- Should be completed by the CPC when coordinated intervention is required to promote, safeguard or protect a child following LA Safeguarding Children procedures.

### **Supporting Pupils at Risk**

Our school 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. This school may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may still be challenging and defiant and there may even be moves to consider suspension or exclusion from school.

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. Staff must however sensitively apply the schools Behaviour policy particularly if dealing with the abuse by one or more pupils against another pupil.

This school will endeavour to support pupils through:

- a) The curriculum, to encourage self-esteem and self-motivation
- b) The school ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
- c) The implementation of school behaviour management policies
- d) 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 school setting
- e) Regular liaison with other professionals and agencies who support the pupils and their families
- f) A commitment to develop productive, supportive relationships with parents, whenever it is in the child's interests to do so
- g) The development and support of a responsive and knowledgeable staff group trained to respond appropriately in child protection situations.

Staff with concerns about a child's behaviour may wish to consult Appendix 1 giving guidance on some of the most common signs. Children who choose to talk to staff and "disclose" a safeguarding issue, should be advised that you must tell someone to make sure they have some help and not be promised confidentiality. Staff should not ask leading questions but instead allow a child to speak without interruption.

This policy should be read in conjunction with other related policies in school. These include:

- Anti-Bullying
- Behaviour Policy
- Specific Educational Needs
- Health and Safety
- Sex and Relationships Education

➤ Equal Opportunities Policy/ Early Years Equality Policy

See Appendix 7.

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

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

**Allegations against Staff or Volunteers.**

Staff should be careful not to place themselves in situations which could make them vulnerable to allegations of harm to pupils. Staff should always consider their actions and behaviour particularly in the context of one to ones, supervision of changing areas, any physical contact with a child, communications with pupils, conveying a pupil by car etc and guidance has been offered to all staff at training sessions on these aspects with additional supervision made available where considered appropriate. Staff should always team up with another colleague or suitably vetted volunteer if they are in doubt or feel uncomfortable.

If however an allegation is initiated we undertake to do the following:

- Take any allegation of abuse involving a member of staff or volunteer seriously
- Establish the facts before making any conclusions
- Informing the member of staff or volunteer concerned and advising them appropriately
- Informing or keeping informed the child's parents in confidence unless the allegation involves the parents.

The Headteacher will begin the process of investigating any such allegation unless the allegation is made against the Head, when the investigation will be initiated by the Chair of Governors working with the Deputy as Acting Head and CPC.

Where the facts suggest that there may be reasonable grounds for suspecting abuse, we will;

- Involve the Local Safeguarding Children Board (LSCB) following their guidance
- Consider suspending the member of staff or volunteer concerned.
- Consider what best support is available to the pupil liaising with parents and the LSCB.

Suspension is a neutral act and does not imply judgement. It is a serious step and advice will be taken beforehand. Suspension will normally only apply where:

- There is a serious risk of harm to the child
- The allegation is serious enough to constitute grounds for dismissal if proven
- The police are investigating allegations of criminal misconduct

The school has a duty of care to its staff & volunteers and will always:

- Keep an open mind until the investigation is completed
- Interview a member of staff prior to suspension
- Keep the member of staff/volunteer informed factually of the progress of the investigation.

Staff/volunteer invited to a meeting whose likely outcome is suspension, are entitled to be accompanied by a friend (or union representative). Alternatives to suspension will be considered where possible i.e. – non contact duties, teaching with a second adult always present.

The process should be carried out fairly and impartially but also promptly as this is in everyone's best interest. It is aimed that this should take no longer than one month. No compromise agreement will be accepted and an investigation will be completed in full even should the member of staff/volunteer resigns during the process.

Where an allegation is unfounded or unsubstantiated we will undertake to do the following:

- Liaise with the parents and the LSCB over the support to be offered to the child
- Consider any appropriate transition
- Liaise with the member of staff over the support they may require

All allegations of abuse and our subsequent actions, including disciplinary action will be recorded on an individual's file. A copy will be given to the individual and retained for ten years or until retirement age (whichever is longer).

If the investigation results in the dismissal or resignation of the individual because he/she has been considered unsuitable to work with children, the school has a legal duty to complete a referral form for reporting to the Independent Safeguarding Authority (ISA) within one month. This will be made by the Headteacher or Chair of Governors as appropriate.

The referral form is available on [.isa.gov.org](http://isa.gov.org) or PO Box 181, Darlington, DL1 9FA Telephone 0300 123 1111. The school also has a duty to respond to any requests for information that may be made by the ISA.

### **Monitoring & Review**

The CPC will monitor the working of the policy and report to Governors annually.

## Section 3

# Abuse, Neglect, Sources of Stress

## 3.1 A Definition of Abuse and Neglect

**3.1.1** Someone may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. In the context of child protection abusive or neglectful behaviour is behaviour towards a child or young person which has the deliberate intention of causing harm or is so reckless to the consequences that harm is caused.

## 3.2 Physical abuse

**3.2.1** **Physically abusive behaviour may involve hitting, shaking, throwing, burning, scalding, drowning, suffocating or otherwise causing physical harm. Physical abuse can also include the physical harm caused by a parent or carer who induces or fabricates illness in a child (see 5.2 Children in whom illness is fabricated or induced by Parents or Carers).**

**3.2.2** Physical abuse can lead to physical injuries, neurological damage, disability and death and can produce emotional or behavioural disturbance in children such as aggressive behaviour.

**3.2.3** The range of injuries which may be caused by the physical abuse of children is varied. One injury to a child is not in itself an indication of physical abuse, as many children sustain accidental injuries. Certain injuries are less likely to have an accidental cause, and it is important that an appropriate medical opinion or assessment is obtained where there is suspicion about the cause of an injury.

**3.2.4** In Liverpool such medical assessment should be conducted by a paediatrician at the Rainbow Centre, Alder Hey Hospital (see **4.9 Medical Examination of a Child**).

**3.2.5** A number of factors may give rise to suspicion about the cause of an injury, the most obvious being a statement by the child and/or another person, that the injury has been caused deliberately or not accidentally.

In addition, professionals working with children and families should be alert to situations where a child is injured and:

- the explanation provided by the parent or carer is apparently incompatible with the physical injury;
- there are conflicting or different explanations provided;
- there is no explanation provided or a lack of awareness of how the injury occurred;
- there is a reluctance on the part of the parent or carer to provide information about the current or previous injuries;
- there is a reluctance to agree to medical assessment;
- there is a delay or failure to seek appropriate medical attention for an injury;
- there are frequent minor injuries or presentations of the child at Accident and Emergency Departments;
- the parent or carer is impatient, angry or aggressive towards the child;
- the parent or carer is under the influence of alcohol or another substance.

**3.2.6** The presence of any of these factors does not indicate that physical abuse has occurred but does indicate that the possibility of physical abuse should be considered.

### **3.3 Emotional abuse**

**3.3.1** Emotional abuse is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

**3.3.2** Emotional abuse can have a damaging effect on the child's mental health, behaviour or self-esteem.

**3.3.3** One child in the family may be treated differently and emotionally abused by siblings as well as parents.

**3.3.4** Emotional abuse may involve:

- conveying to a child that they are worthless and/or unloved;

- imposing inappropriate expectations on a child, such as an inappropriate caring role or responsibility for household tasks;
- causing a child to feel frightened or endangered;
- preventing normal social contact and development, possibly through an overprotective and/or restrictive parental approach;
- seeing or hearing the ill treatment of others, such as when children are exposed to domestic violence;
- serious bullying;
- otherwise exploiting or corrupting a child.

**3.3.5** A child who lives in a household where domestic violence, adult mental health problems or substance misuse by parents or carers are apparent, can suffer emotional harm.

**3.3.6** A level of emotional abuse is involved in all other forms of abuse or neglect but may occur alone.

## **3.4 Sexual Abuse**

**3.4.1** Sexual abuse is the involving of a child in sexual activity, either by force, coercion or harassment, whether or not the child is aware of what is happening.

**3.4.2** Such sexual activity can involve physical contact, but can also include activities such as exposing a child to pornography, forcing or allowing a child to observe sexual activity or encouraging a child to behave in a sexually inappropriate manner.

**3.4.3** Perpetrators of the sexual abuse of children are usually adults known to the child, or family members. Such abuse by a family member often occurs over an extended period of time and may develop in its form and severity over time.

**3.4.4** Perpetrators of the sexual abuse of children may seek to develop the trust and friendship of a child or young person and his or her family, sometimes over a long

period of time, in order to engage the young person in sexual activity at some later stage. This process is referred to as grooming.

**3.4.5** The effects on a child vary and can be dependent on factors such as:

- the age of the child;
- the physical severity of the abuse;
- the extent of the period over which the abuse occurred;
- threats or coercion which may be associated with the abuse.

**3.4.6** Sexual abuse can produce a range of disturbed behaviour in a child including:

- self harm;
- inappropriate sexualised behaviour;
- regressive behaviour, such as soiling or wetting;
- sadness or depression;
- loss of self-esteem;
- eating disorders;
- sleep disturbance.

Each of these types of behaviour can also be present in children where sexual abuse has not occurred.

**3.4.7** Children who have been sexually abused may also sustain injuries or infections to the genital, anal or oral areas. Pregnancy can also be the result of sexual abuse (see **8.18 Allegations of harm arising from under age sexual activity**).

However in many cases of sexual abuse there is no physical sign or evidence of the abuse.

**3.4.8** Children of either gender can be the victim of sexual abuse. Where a girl within a family has been sexually abused by a family member it is not safe to assume that boys within the household are not at risk of sexual abuse, or vice versa.

**3.4.9** It is not possible to identify types of individuals who might be more likely to sexually abuse, although the majority are male. Females however can sexually abuse children or collude with males in such abuse.

**3.4.10** Similarly it is not possible to identify a type of family where sexual abuse

**is more likely to occur.**

**3.4.11** Any report of sexual abuse made by a child should always be taken seriously and investigated.

## **3.5 Neglect**

**3.5.1** Neglect is the persistent failure in parenting capacity to meet and promote a child's physical or psychological developmental needs, likely to result in the serious impairment of the child's health or development.

**3.5.2** Neglect can involve a failure to:

- provide adequate food;
- provide adequate clothing;
- ensure appropriate standards of personal hygiene for a child;
- provide a suitable home environment;
- provide appropriate supervision, such as to protect the child from danger;
- ensure appropriate medical care is sought and provided;
- ensure that a child attends school or other appropriate educational provision;
- provide appropriate social and moral guidance;
- respond to a child's emotional needs.

**3.5.3** Neglect may also occur in pregnancy, for example as a result of maternal substance misuse.

**3.5.4** In addition to a child's neglected appearance there may be other indicators of neglect:

- being significantly short and/or underweight for the chronological age;
- cold mottled skin or poor skin condition;
- swollen limbs;
- cuts or sores which are slow to heal;
- diarrhoea caused by a poor or inappropriate diet, irregular meals or tension;
- patchy hair or bald spots.

**This list is neither exhaustive nor exclusive.**

**3.5.5** Severe neglect in young children is associated with major impairment of growth and intellectual development. Persistent neglect in children of any age can lead to serious impairment of health and development, and long-term difficulties with social functioning, relationships and educational progress.

Neglect can also result in death.

**3.5.6** Failure to thrive is a condition requiring a medical diagnosis. It can have an organic cause, but also can be a result of the persistent neglect of the child's physical and/or emotional needs.

**3.5.7** Children suffering neglect may show dramatic changes in appearance and social functioning when placed in a different environment such as a hospital or foster placement.

**3.5.8** Neglect is often difficult to detect in that it is usually a slow ongoing process. Professionals may, out of familiarity, start to unknowingly tolerate lessening standards of child care, and each one of us has different standards with regards to what is acceptable or unacceptable. It is therefore essential that a regular, objective appraisal of the child's presentation and condition is made.

**3.5.9** Measuring neglect is always difficult and requires close co-operation between health and social care services. Inquiries into child deaths have placed great importance on the height and weight of very young children being plotted on the percentile charts.

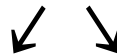
# FLOW CHART 1 – REFERRAL TO CHILDREN’S SERVICES

APPENDIX 2

Practitioner has concerns about child’s welfare



Practitioner discusses with manager and/or other Senior colleagues as they think appropriate



Still has concerns

No longer has concerns



No further child protection action although may need to act to ensure services provided

Practitioner refers to Children’s Services within 24 hours following up in writing within 48 hours.

- to Careline ( **0151 233 3029**) if not allocated to a social worker
- to the social worker, team leader or team colleague if allocated to a social worker



Referrer contacts Careline to raise concerns re welfare of a child. Information is taken by call advisor.



Referrer contacts the allocated social worker, team leader or team colleague



**SEE FLOW CHART 2: CARELINE CHILD CARE REFERRAL**



**SEE FLOW CHART 4: URGENT ACTION TO SAFEGUARD CHILDREN**

# APPENDIX 3

## RUNNYMEDE ST EDWARD'S SCHOOL

### Summary Sheet of Significant Events

Child's Name..... Boy  Girl

Child's Forenames..... Date of Birth.....

Child's Address.....

..... Postcode.....

### Who has parental responsibility for the child named above

Full Name (1).....	(2).....	(3).....
Address ..... (If different from above)	.....	.....
	.....	.....

Relationship To Child .....	.....	.....
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### Details of brothers/sisters

Name	Age	School
.....	.....	.....
.....	.....	.....
.....	.....	.....

### Events (in chronological order)

Date	Details	Action Taken

Date	Details	Action Taken

**Any other comments:**



## APPENDIX 4

### CHILD PROTECTION SCREENING DOCUMENT

#### Introduction

Schools are advised to use this screening document with volunteers, staff in the school including supply staff and governors. It is a simple tool that helps to send out the message that this is an 'aware' school. This is in addition to CRB Disclosures (which do not apply to all people coming into schools/establishments). Schools are advised to simply retain this document.

#### Child Protection: Summary

- Teachers and others in regular contact with children and young people are in a position to get to know those individuals well, to develop trusting relationships, observe changes in behaviour and may be chosen by the young person to share confidence and concerns. Regrettably, there are occasions where child abuse is alleged or suspected. All such situations must be taken seriously.
- It is the policy of this school to safeguard the welfare of children and all others involved in the school's activities by protecting them from physical, sexual and emotional harm.
- It is the responsibility of each adult to ensure that his/her behaviour is appropriate at all times. A Code of Behaviour is included in this document to give positive guidance for all adults. It is essential that all adults follow the Code of Behaviour whether they work with children, young people or adults. Details of the steps to take if abuse is alleged or suspected are also included in this document, although more detailed LEA Child Protection Guidelines are also available to all staff. It is important to remember that school staffs are not investigating officers.
- If there is an allegation or suspicion of abuse then this must be reported immediately to the Child Protection Co-ordinator – Mr Slater, whose responsibility it is to refer to social services/police (who are the investigative agencies). At all times the welfare of the young person is paramount. Swift reporting will enable the investigative agency to give advice and take appropriate action.
- These procedures exist, not to discourage adults from being involved in the life of this school/service, but to ensure, as far as possible, that people who may abuse children do not get the opportunity to do so.

## **Complying to School Child Protection Policy:**

- All adults coming into contact with children and young people in this school must comply with the Child Protection Policy and Code of Behaviour.
- As one such person, you are required to sign a copy of this document. By signing, you agree to comply with the policy and follow the Code of Behaviour. The form must be read, discussed, signed and handed to the Headteacher/head of service or other designated person before you take any duties in this establishment.
- In all matters of child protection, the welfare and safety of the child is the paramount consideration.

## **Procedure**

### **If you suspect that a child/young person is being abused:**

- Immediately tell the Child Protection Co-ordinator Mr Slater
- Record the known facts and give them to the above person.

### **If a child or young person tells you he/she is being abused:**

1. Allow him/her to speak without interruption, accepting what is said;
2. Advise him/her that you will offer support, but that you **MUST** pass information on to the Child Protection Co-ordinator/Headteacher;
3. Immediately tell the designated Child Protection Co-ordinator/Headteacher;
4. Record the facts as you know them, including the account given to you by the young person and give a copy to the designated Child Protection Co-ordinator/Headteacher.

### **If you receive an allegation about any adult or about yourself:**

1. Immediately tell the Child Protection Co-ordinator/Headteacher;
2. Record the facts as you know them and give a copy to the Child Protection Co-ordinator/Headteacher.

**You must refer. You must NOT investigate.**

## **Code of Behaviour**

**Do** treat everyone with respect.

**Do** provide an example you wish others to follow.

**Do** plan activities so that they involve more than one person or at least are in sight or

hearing of others.

- Do** respect a young person's right to personal privacy.
- Do** provide access for young people and adults to feel comfortable enough to point out attitudes or behaviours they do not like, and try to provide a caring atmosphere.
- Do** remember that someone else might misinterpret your actions, no matter how well intentioned.
  
- Do** act as an appropriate adult role model.
- Do not** permit abusive youth/peer activities (e.g. bullying, ridiculing).
- Do not** play physical contact games, make inappropriate comments, or have inappropriate verbal banter with young people.
- Do not** jump to conclusions without checking facts.
- Do not** make suggestive remarks/gestures or tell sexist/homophobic 'jokes'.
- Do not** rely on your good name to protect you. It may not be enough.
- Do not** believe it could not happen to you. It could.
- Do not** dress inappropriately. Consider your professional position.

**Every adult or other helper will be required to disclose all criminal convictions whether spent or not. Checks may be made on anyone who has not already been the subject of vetting by this or any other organisation.**

**Name:** \_\_\_\_\_

**Date of Birth:** \_\_\_\_\_ **Day:** \_\_\_\_\_ **Month:** \_\_\_\_\_ **Year:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Postcode:** \_\_\_\_\_

**Other names by which I may be/have been known:** \_\_\_\_\_

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*Please delete as appropriate*

- I have obtained a police clearance certificate which I have shown to the Headteacher or designated member of staff.
- I am willing to be checked against police and other records.
- I have not incurred any criminal convictions related to, nor have I committed any offences of abuse or causing harm to children and young people, or any other offence

- which may be relevant to the work which I may undertake in this school/establishment.
- I am not aware of any other investigations, which may have been held, or may currently be in progress, concerning my behaviour towards others.

**I have read and understand this document, consent to the appropriate checks being made, and agree to adhere to the Child Protection Policy and follow the Code of Behaviour.**

**Signed:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Signature of Headteacher/other appropriate officer:** \_\_\_\_\_

**Position held:** \_\_\_\_\_



**APPENDIX 6**

**Runnymede St Edward's School**

**CHILD PROTECTION CONCERN**

**Child's Name**.....

**Class**.....

**Person noting concern** .....

**CONCERN:**

**SIGNED**.....

**DATED**.....

## APPENDIX 7

### PREVENTION IN SCHOOLS

- Schools have an important educative role to play in preventing abuse. They can help pupils to acquire relevant information, skills and attitudes, both to resist abuse in their own lives and to prepare them for the responsibilities of adult life, including parenthood.
- Both parents and schools teach children not to talk to strangers and who they can go to for help. This is sound child care. However, simply imparting information has its limitations as an education approach, and often within school this is delivered as a one off talk or project. Also it must be remembered that statistics show that at least 75% of abuse is committed by someone a child knows.
- Children need help to resist abuse and to become responsible, caring and confident adults. They need help to develop strategies for making judgements about people and recognizing and expressing their own feelings. Decision making skills, assertiveness and the development of positive self esteem are essential elements of prevention.
  - Most importantly a prevention approach requires an ethos that shows that adults value children and listen to them.
  - The welfare and guidance system must also be responsive and sensitive to the needs of pupils. A system whose priorities are discipline and/or administration will inevitably fail to meet the needs of pupils.
  - Many schools have developed policies and programmes for sex education, equality and PSHE. Skills and strategies for child protection can be included in these. Children need time to practice and develop these skills. Activities need to be planned and co-ordinated throughout

the school.

- Equality and respect for all children/young people, regardless of ethnicity, social class, disability, age, sexuality or gender is absolutely paramount.

**Beware:**

- Some materials put emphasis on children's responsibility in saying "no" – clearly this is impossible when faced with the power of an adult or older young person. These approaches can do more harm than good – leaving children more isolated and possibly guilty.
- Some programmes focus on '*Stranger danger*'. An inappropriate message in many ways, in particular when given out of context or separate from a progressive developmental programme. Confusion arises – who, what is dangerous? Who is a stranger? Evaluations have shown that perceptions of strangers include 'black', 'men', 'ugly', 'different'. The greatest percentage of abuse occurs with adults who are not strangers.
- In effective education it is all too easy to develop a very negative programme of don'ts – this has been found to be ineffective.
- Some materials used contrived 'stories' to develop children's awareness and as a starting point for future discussion. However, these are often of poor quality, which would not stand up by themselves as good children's fiction. It would be more appropriate to use quality children's fiction, which is already available in all schools.

## **Key concepts of Child Protection:**

**(Feelings, emotions, secrets, trust, self esteem, touch, assertiveness)**

1. Have you asked each child this week what they feel good about and whether anything is bothering them?
2. Have you told every child something good about themselves, or their achievements, today?
3. Did any of today's teaching activities include any of the key concepts of child protection?
4. Does each child know what to do in an emergency?
5. Has each child role-played/explored being lost?
6. Has each child role-played/explored various potentially dangerous situations?
7. Can each child discriminate between 'good' and 'bad' secrets?
8. Can each child identify 'yes' and 'no' feelings and 'ok' and 'not ok' touches?
9. Has each child shown you they know that some people who appear friendly may actually mean them harm?
10. Has each child demonstrated that they know who would be a 'safe' adult to approach in difficult situations?

## **Children's Awareness and Understanding:**

1. Has each child worked through problem-solving exercises in personal safety, and are you happy with their responses?
2. Has each child shown you that they can get in touch with, identify and express a range of feelings?
3. Has each child role-played dealing with bullies?
4. Can each child accept that we all make mistakes, but these can be learned from?
5. Can each child accept that adults sometimes make mistakes?
6. Can each child use the language of 'yes' and 'no' feelings linked to issues such as 'ok' and 'not ok' touches?
7. Can each child recognize the kind of touches they like to give and receive, in different contexts and involving different people?
8. Has each child identified a 'safe' person in their family that they could talk to about any worries?
9. Has each child identified a 'safe' person outside their family that they could talk to about worries at home/in the family?
10. Can each child talk about their friendships and how they resolve conflicts with friends (e.g. being let down, jealous)?
11. Can each child talk about the qualities they look for in a friend and how friendships are made and supported?
12. Has every child demonstrated acceptance of their own feelings and show sensitivity to the feelings of others?
13. Do the children expect rights over their bodies to be respected by others,

including adults?

### **Classroom Climate:**

1. Is there a regular time in school each day to use activities for establish a positive self-image?
2. Do you have recent evidence that the classroom climate gives children the security and confidence to discuss personal experiences/disclosure information?
3. Do you have a successful record in helping children who are unpopular or who bully or abuse others?
4. Do you have recent evidence that children with difficulties perceive you as being able and willing to listen, understand and help?

### **CHILD PROTECTION IN THE CURRICULUM**

Children not only have the right to be protected from all forms of abuse and exploitation, but they also have the right to learn certain things which may help them to keep safe.

Included in that list are:

- They have the right to feel safe.
- Their bodies belong to them.
- Some feelings don't feel right – they can consent to or refuse touches, kisses etc, and should never be forced to accept those that feel wrong.
- Some secrets should never be kept.
- They should (not talk) beware of strangers.

- It's all right to say 'no' to someone who is asking them to do something which feels wrong.
- They should always tell a trusted adult if something is worrying them.
- They should discuss the nature of trust.
- Relations (unhealthy and healthy).
- Emotions and feelings.

**They should learn about:**

- Becoming assertive, Self esteem and Self Awareness.
- Understanding Healthy and Unhealthy Relationships.
- Recognising potentially dangerous situations.
- Taking responsibility for yourself and others.
- Solving problems.
- Forming Judgements.
- Making decisions.
- Making choices.