

**RYDES HILL
PREPARATORY SCHOOL
&
NURSERY**



**CHILD PROTECTION POLICY
& PROCEDURES**

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RYDES HILL PREPARATORY SCHOOL
&
NURSERY

CHILD PROTECTION POLICY AND PROCEDURES

Introduction:

In safeguarding and promoting a child's welfare, Rydes Hill Preparatory School is concerned with the health, happiness and proper physical, intellectual, emotional and social and behavioural development of each child, as well as protecting him or her against the risk of suffering or neglect.

All children, whatever their race, sex, beliefs and physical and mental abilities, have the right to grow up unharmed, to have the opportunity to develop fully and to have their basic needs met.

This policy sets out the aims of Rydes Hill Preparatory School and Nursery which are to provide an environment in which children feel secure, their viewpoints are valued, and they are encouraged to talk and are listened to. The teaching staff is the group of adults with whom the children spend most of their time. Their understanding of child development gives them a particular expertise in recognising changes in behaviour and possible warning signals.

This policy has been developed in accordance with the principles established by the Children Act 1989 and in line with government publications: "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 and Safer Recruitment in Education: Child Protection: Guidance about Child Protection Arrangements for the Education Service" 2004, and the Surrey Safeguarding Children Board Protection Procedures.

The Governing Body, Headmistress, Senior Management Team and staff take seriously their responsibility under section 175 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 our school to identify, assess and support those children who are suffering harm.

We recognise that all adults, including temporary staff, volunteers and governing body, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

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.

All new staff will, during their induction, receive an explanation of the underlying principles and procedures in accordance with which Rydes Hill Preparatory School operates as part of our focus on the care of pupils. These principles and

procedures will be incorporated into the Staff Handbook, a copy of which is provided for all staff on appointment.

This policy was revised in the Spring Term of 2007, Spring Term 2008 and Summer Term of 2009 and will be reviewed by the Head, Deputy Heads and Bursar in consultation with the Governors annually, including a review of the efficiency with which related duties were discharged, in order to update, modify or amend as considered necessary and to reflect changes in legislation concerning The Children's Act, guidance and Child Protection regulations, and the procedures of the Surrey Safeguarding Children Board.

SignedStephanie Bell.....
Dated18th August 2009.....
Headteacher

Reviewed: March 2007
June 2008
June 2009 and August 2009

MISSION STATEMENT

IN OUR SCHOOL WE WILL TRY TO:

- ❖ Please God in the way we behave by loving one another and working to the best of our abilities.
- ❖ Think about the messages given by our Assemblies and Masses and talk to God as our friend each day, respecting others as they pray.
- ❖ Be a good example to others by being obedient and kind, using our strengths to help others who experience difficulties and accepting everyone in our school as an equal.
- ❖ Help to make our classrooms welcoming and happy places where we are kind and considerate and respect each other's property.
- ❖ Follow Jesus' example wherever we are

Procedures

The Role of the Child Protection Liaison Officer (CPLO) ~ The Headteacher

- Designate a practitioner to take Deputy Child Protection Liaison Officer responsibility for safeguarding children within the Preparatory School, Mrs Pat Wildman (Year One teacher).
- Ensure that CPLO and EYFS practitioner and Deputy CPLO undertake training, updated every two years, in child protection and inter-agency working.
- Ensure that safe recruitment procedures are followed and that all appropriate checks are carried out on all staff and volunteer helpers.
- Ensure the CPLO (The Headteacher) and the member of the Governing Body responsible for child protection, Mrs Kathleen Hayes, undertake the online course for “Safer Recruitment” provided by the National College of School Leadership (NCSL).
- Ensure that the school has procedures for dealing with allegations of abuse against members of staff and volunteer helpers that comply with the Surrey Safeguarding Children Board and with DCFS guidance.
- Understand procedures set out by the Surrey Safeguarding Children Board.
- Monitor the effectiveness of the policy and these procedures by the Governing Body and staff.
- Ensure that staff receive sufficient support and training in child protection, updated every three years.
- Ensure that all staff know and are alert to possible signs of abuse and know what to do if they have any concerns or suspicions.
- Create a safe environment and a caring ethos within the school.
- Make the parents aware of the school’s Child Protection Policy.
- Be familiar with and understand the DCFS guidance “Safeguarding Children and Safer Recruitment”, LSCB procedures and the Department of Health guidance “What to do if you’re worried a child is being abused”.
- Be responsible for referring cases of suspected abuse or allegations to the relevant agencies according to the Surrey Safeguarding Children Board. This includes dealing with allegations against members of staff.
- Ensure each part-time and voluntary staff member is aware of and has access to Rydes Hill School’s Child Protection policy and has received appropriate training.
- Act as a source of advice and co-ordinate action in school over any case of abuse.
- Keep written records that are detailed, accurate and secure.
- Report to the Governing Body each term on Child Protection issues.
- Ensure an annual review by the Governing Body of the effectiveness of the policy and procedures and of the efficiency with which related duties have been discharged and ensure any need for amendment is carried out.
- Keep up-to-date with training in identifying and referring suspected cases of abuse and pass new information to staff and Governing Body.

- Ensure that any deficiencies or weaknesses in child protection are remedied without delay.
- Ensure that there is a nominated Governing Body member responsible for child protection and that they have training every three years. This is currently Mrs Kathleen Hayes.
- Inform Ofsted of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere) or any other abuse which is alleged to have taken place on the premises and of action taken in respect of these allegations. Ofsted should be informed as soon as is reasonably practicable but at least within fourteen days.
- Ensure that any person (whether employed, contracted, a volunteer or student), whose services are no longer used because he or she is considered unsuitable to work with children, is reported to the Independent Safeguarding Authority (ISA) ISA, PO Box 181, Darlington, DL1 9FA (Tel: 0300 123 1111), within one month of leaving the school. In this context, ceasing to use a person's services includes dismissal; non-renewal of a fixed term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training or volunteering. The reports will include as much evidence about the circumstances of the case as possible in accordance with The Education (Provision of Information by Independent Schools) (England) Regulations 2003. The Governing Body of the school will provide information already held about such a person, as requested by the ISA.
- Ensure a full check of appointments have been carried out as follows:
 - i. recruitment of all staff, including ancillary workers, contract staff and volunteers and gaining assurance that if children are under the supervision of an employee of another organisation on a site other than the school, the employee has been subject to the appropriate checking procedures
 - ii. a satisfactory recruitment process recorded in writing
 - iii. check of identity/CRB check
 - iv. at least two written references
 - v. direct contact by the school to verify the reference
 - vi. an interview with a written record of the outcome
 - vii. proof of qualifications
 - viii. full CV and a statement to the applicant that any previous employment may be approached
 - ix. contact by the school, where feasible, with each previous employer where work with children was involved to check the reason the employment ended
 - x. an explanation of any gaps in the CV and a written record that the explanation is satisfactory
 - xi. full checks on 'gap' students as far as possible (including CRB)
 - xii. overseas checks where available
 - xiii. appointment subject to a satisfactory CRB check and references
 - xiv. work not to begin before satisfactory completion of CRB checks

- xv. CRB check and references for guardians and any adults living in lodgings arranged by the school
- xvi. satisfactory CRB checks on agency staff or evidence that the agency has carried out checks within the last 12 months

The role of the Deputy CPLO

- The Deputy CPLO will stand in for the Head in her absence and, in this instance, follow the same role guidelines as above for CPLO and take appropriate action if required.
- The Deputy CPLO will, in the absence of the Head, inform Ofsted of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere) or any other abuse which is alleged to have taken place on the premises and of action taken in respect of these allegations. Ofsted should be informed as soon as is reasonably practicable but at least within fourteen days.
- Ensure that any person (whether employed, contracted, a volunteer or student), whose services are no longer used because he or she is considered unsuitable to work with children, is reported to the Independent Safeguarding Authority (ISA) ISA, PO Box 181, Darlington, DL1 9FA (Tel: 0300 123 1111), within one month of leaving the school. In this context, ceasing to use a person's services includes dismissal; non-renewal of a fixed term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training or volunteering. The reports will include as much evidence about the circumstances of the case as possible in accordance with The Education (Provision of Information by Independent Schools) (England) Regulations 2003. The Governing Body of the school will provide information already held about such a person, as requested by the ISA.

The role of the Teacher

- Be aware of the contents of the Child Protection policy and procedures and the identity of the designated teacher, (the CPLO) ie, the Headteacher and Deputy CPLO, Mrs Pat Wildman (Year One teacher).
- Undertake training in child protection, updated every three years
- Be open, accepting and ready to listen to a child. Take the child's worries seriously. Do not interrupt if he or she is recalling a significant event; the first account is usually the most accurate.
- Do not guarantee confidentiality; referrals may have to be made in order to safeguard the child.
- If you need to ask questions to clarify understanding, do not lead the child, but make the questions as open as possible.

- Report orally to the Headteacher/Deputy Child Protection Officer as soon as possible.
- Make a written note of the discussion within 24 hours to give to the Head/Deputy Child Protection Officer. Note time, date, place, people present and what was said. Try to make the report verbatim; your notes may be needed in subsequent court proceedings.
- You are not required to investigate further, but you may be required to support or monitor the child in the future.

You may suspect a case of abuse from a variety of sources:

- A pupil discloses to you personally.
- From behaviour of, or marks on, the pupil (e.g. bruises, welts, lacerations, abrasions).
Refer to anti-bullying policy.
- Indications through schoolwork.
- A pupil informs you that they know or suspect that another pupil is being abused.
- Another third party informs you that they know or suspect that a pupil is being abused.

Disclosure

If a pupil starts to disclose, the following procedures are essential:

REASSURE the pupil that she/he is right to tell and is not to blame.

CONFIDENTIALITY: DO NOT promise confidentiality, explain that you have to make sure that the pupil is safe and may need to ask other adults to help you to do this.

IT IS CRUCIAL THAT YOU DO NOT QUESTION THE PUPIL. Let the pupil tell you what she or he wants to and no more. The pupil may have to disclose to a specialist later and too much detail now may interfere with later investigations.

LISTEN CAREFULLY and repeat the pupil's words. When the pupil has finished, make sure that she/he feels secure; explain what you are going to do next.

FOLLOW UP BY making arrangements with the pupil to speak to them later. They have chosen you as an adult they can trust.

REPORT: make notes, including the date and time of the interview and sign them. It is important to record as much as you can remember using the pupil's own words. Write facts and information only, taking care to avoid opinion.

DO NOT ATTEMPT ANY EXAMINATION or remove a pupil's clothes to look further at an injury. Under no circumstances should photographs be taken of a pupil's injury. The pupil should only be examined by an appropriate doctor. It may be possible to observe the pupil during the normal school routine – physical education for example. If a pupil wants to show you his or her injuries, make sure that a colleague is with you as a witness. Try to arrange for one of you to be the same sex as the pupil.

Within 24 hours inform the Head what has happened. The Social Services Manager will then be contacted, where appropriate.

Rydes Hill Preparatory School is committed to ensuring that high standards of safety and awareness are maintained at all times and that training is offered to members of staff to enhance the knowledge and awareness of child protection issues.

Allegations against Staff

If any allegation of abuse is made against a member of staff or a volunteer helper, the Surrey Safeguarding Children Board's procedures will be followed and we shall have regard to the guidelines on practice and procedure given in Joint NEOST/Teacher Union Guidance on Education Staff and Child Protection: Staff Facing an Allegation of Abuse.

1. A member of staff receiving an allegation of abuse against another member of staff or volunteer helper should report this immediately to the Head, unless the Head is the one against whom the allegation is made. An allegation against the designated EYFS or Deputy CPLO should be reported to the Head. An allegation against the Head should be reported to the Chair of Governors without notifying the Head first. In case of serious harm, the police should be informed from the outset.
2. The Head should consult the local authority's Child Protection Referral & Assessment Team and obtain written details of the allegation, signed and dated, from the person who received the allegation (not the child).
3. The Head should record any information about dates, times, locations and names of potential witnesses.
4. An initial assessment of an allegation should be made by the duty officer and the Head to judge whether there is a need for immediate action to protect the child, whether the allegation is demonstrably false, and if there has been inappropriate behaviour or poor practice that can be dealt with through the school's disciplinary procedures.
5. Where a referral is made because the child has suffered or is likely to suffer significant harm, or the alleged abuse is a criminal offence, the Surrey Safeguarding Children Board's procedures will be followed.
6. The Head will make the decision whether or not to suspend the teacher involved. The Head will not undertake any enquiry or investigation where a case is referred to the child protection agencies or the police. The Head will lead enquiries at school level if the matter is agreed to be a disciplinary issue.
7. The Head should balance the welfare of the accused member of staff or volunteer helper and the interests of any investigation, taking account of the need to minimise the stress to anyone who may be wrongly accused.
8. In the case of a referral and investigation, the Head must ensure there is no objection by the police before contacting any interested parties. Where there are no objections the Head should
 - Inform the child, children or parent making the allegation and explain the likely course of action
 - Ensure the parents of the child who is the alleged victim have been informed about the allegation and the likely course of action
 - Inform the member of staff or volunteer helper against whom the allegation is made and explain the likely course of action
 - Keep a written record of the above
9. Where an allegation is proved to be without foundation the Head will consider a Surrey Safeguarding Children Board referral, as false allegations can be indicators of abuse elsewhere. The member of staff will be informed

and supported as advised in the National Employers' Organisation for School Teachers' guidelines (NEOST).

10. Whistleblowing

- We recognise that children cannot be expected to raise concerns in an environment where teachers and staff fail to do so.
- 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. If necessary, they should speak in the first instance to the Child Protection Officer or Chair of Governors.

11. Physical Intervention

- Our policy on physical intervention by staff is set out separately, and acknowledges that staff must only ever use physical intervention as a last resort, when a child is endangering himself/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.
- Such events should be recorded and signed by a witness.
- Staff who are likely to need to use physical intervention will be appropriately trained in the Positive Options technique.
- 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.

12. Bullying

- Our policy on bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes racial, religious, cultural, sexual/sexist, homophobic and gender-related bullying.
- Reference to an external welfare agency should be made if required.

13. Racist Incidents

- Our policy on racist incidents is set out in a separate policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

14. Prevention

- 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.
- The school community will therefore:
 - i. Establish and maintain an ethos where children feel secure, are encouraged to talk and are always listened to.
 - ii. Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.

- iii. Include across the curriculum 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.
- iv. Ensure that training for staff includes guidance to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil in situations such as one-to-one tuition, sports coaching, conveying a pupil by a vehicle, engaging in inappropriate electronic communication with a pupil on trips, etc.
- v. Assurance is provided by the Bursar or relevant organisation that appropriate child protection checks and procedures have been carried out for any staff employed by another organisation and working with the school's pupils on another site e.g. in a separate institution.

15. Health and Safety

- Our Health and Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment, and, for example, in relation to internet use, mobile phone use and when away from the school undertaking school trips and visits.

APPENDIX A

Types of Abuse

Child abuse can take many forms, but is usually divided into four categories:

1. Physical Injury

Physical indicators include:

Unexplained bruises/welts/lacerations/abrasions

- On face, lips, mouth or torso, back, buttocks, thighs, in various stages of healing
- Clustering, forming regular patterns
- Reflecting the shape of article used e.g., belt, buckle, electrical flex
- On several different surface areas
- Bite marks or fingernail marks which regularly appear after absence e.g, after a weekend

Unexplained burns:

- Cigar or cigarette burns, especially on soles, buttocks, palms or back
- Immersion burns where hands, feet or body have been forcibly immersed in very hot water
- Patterns like electrical burner, iron etc
- Rope burns on arms, legs, neck or torso

Unexplained fractures:

- To skull, nose, facial structure
- In various stages of healing
- Multiple or spiral fractures

Behavioural indicators include:

- Flinching when approached or touched
- Reluctance to change clothes for PE lessons
- Wary of adult contact
- Difficult to comfort
- Apprehension when other children cry
- Crying or irritability
- Frightened of parents
- Afraid to go home
- Rebelliousness in adolescence
- Behavioural extremes – aggressiveness, withdrawal, impulsiveness
- Reports injury caused by parents
- Apathy
- Depression
- Poor peer relationships
- Panics in response to pain

2. Neglect

Physical indicators of neglect include:

- Consistent hunger
- Inappropriate dress
- Consistent lack of supervision, especially in dangerous activities for long periods
- Unattended physical problems or medical needs
- Abandonment

Behavioural indicators include:

- Begging; stealing food
- Constant fatigue, listlessness
- Poor relationships with care-giver
- Frequent delays in picking child up from school

3. Sexual Abuse

Physical indicators include:

- Difficulty in walking or sitting down
- Stained or bloody underclothing; pain or itching in the genital area
- Bruising, bleeding, injury to external genitalia, vaginal and/or anal areas
- Vaginal discharge
- Bed wetting
- Excessive crying
- Sickness

Behavioural indicators include:

- Inappropriate sexual behaviour or knowledge for the child's age
- Promiscuity
- Sudden changes in behaviour
- Running away from home
- Wary of adults
- Feeling different from other children
- Unusual avoidance of touch
- Report of assault
- Substance abuse e.g. glue sniffing
- Emotional withdrawal through lack of trust in adults
- Overcompliance with requests of others
- Frequent complaints of unexplained abdominal pains
- Eating problems or sleeping disturbances
- Poor peer relationships
- Possessing money or 'gifts' that cannot be properly accounted for
- Inappropriately sexually explicit drawings or stories
- Enuresis or soiling, especially at the end of the school day
- Frequent non-attendance at school
- Avoidance of school medicals

4. Emotional Abuse

Physical indicators include:

- Failure to thrive
- Delays in physical development or progress

Behavioural indicators include:

- Sucking, biting, rocking
- Anti-social, destructive behaviour
- Sleeping disorders, inhibition of play
- Compliant, passive, aggressive, demanding, inappropriately adult or infant behaviour
- Impairment of intellectual, emotional, social or behavioural development

APPENDIX B

Definitions of Abuse

The definitions of child abuse recommended as criteria throughout England and Wales by the Department of Health, Department for Education and Employment and the Home Office in their joint document, *Working Together to Safeguard Children* (1999), are as follows:

Abuse and Neglect

Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them or, more rarely, by a stranger.

Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after. This situation is commonly described using terms such as factitious illness by proxy or Munchausen syndrome by proxy.

Emotional Abuse

Emotional abuse is persistent emotional ill-treatment such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only in so far as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill treatment of a child, though it may occur alone.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape or buggery) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failure to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Organised Abuse

Organised or multiple abuse may be defined as abuse involving one or more abuser and a number of related or non-related children and young people. The abusers concerned may be acting in concert to abuse children, sometimes acting in isolation, or may be using an institutional framework or position of authority to recruit children for abuse. Organised and multiple abuse occurs both as part of a network of abuse across a family or community, and within institutions such as residential homes or schools.

Please note: A child may suffer more than one category of abuse.

APPENDIX C

Recognising and Responding to Signs of Abuse

The following signs may or may not be indicators that abuse has taken place, but the possibility should be considered.

Physical Signs of Abuse

- Any injuries not consistent with the explanation given for them.
- Injuries which occur to the body in places which are not normally exposed to falls, rough games etc.
- Injuries which have not received medical attention.
- Neglect – under-nourishment, failure to grow, constant hunger, stealing or gorging food, untreated illnesses, inadequate care etc.
- Reluctance to change for, or participate in, games or swimming.
- Repeated urinary infections or unexplained tummy pains.
- Bruises, bites, bumps, fractures etc. which do not have an accidental explanation.
- Cuts/scratches/substance abuse.

Indicators of Sexual Abuse

- Any allegations made by a child concerning sexual abuse.
- Child with excessive preoccupation with sexual matters and detailed knowledge of adult sexual behaviour, or who regularly engages in age-inappropriate sexual play.
- Sexual activity through words, play or drawing.
- Child who is sexually provocative or seductive with adults.
- Inappropriate bed-sharing arrangements at home.
- Severe sleep disturbances with fears, phobias, vivid dreams or nightmares, sometimes with overt or veiled sexual connotations.
- Eating disorders – anorexia, bulimia.

Signs of Emotional Abuse

- Changes or regression in mood or behaviour, particularly where a child withdraws or becomes clinging. Also depression/aggression, extreme anxiety.
- Nervousness, frozen watchfulness.
- Obsessions or phobias.
- Sudden under-achievement or lack of concentration.
- Inappropriate relationships with peers and/or adults.
- Attention-seeking behaviour.
- Persistent tiredness.
- Running away/stealing/lying.

APPENDIX D

Responding to a child wanting to talk about abuse

It is difficult to give precise guidance, but the following suggestions may help:

General Points

- Show acceptance of what the child says (however unlikely the story may sound).
- Keep calm.
- Look at the child directly.
- Be honest.
- Tell the child you will need to let someone else know – do not promise confidentiality.
- Even when a child has broken a rule, they are not to blame for the abuse.
- Be aware that the child may have been threatened or bribed not to tell.
- Never push for information. If the child decides not to tell you after all, then accept that and let them know that you are always ready to listen.

Helpful Things You May Say or Show

- I believe you (or showing acceptance of what the child says).
- Thank you for telling me.
- It's not your fault.
- I will help you.

Do Not Say

- Why didn't you tell anyone before?
- I can't believe it.
- Are you sure this is true?
- Why? How? When? Who? Where?
- Never make false promises.
- Never make statements such as 'I am shocked, don't tell anyone else'.

Conclusion

- Again reassure the child that they were right to tell you and show acceptance.
- Let the child know what you are going to do next and that you will let them know what happens (you must report to the Headteacher as the School Child Protection Officer, or, in her absence, the Deputy Child Protection Officer, who in turn might have to consider referring to Social Services or the Police to prevent a child returning home if they are considered to be seriously at risk of further abuse).
- Make notes as soon as possible (preferably within one hour of the child's talking to you), writing down exactly what he or she said and when he or she said it, what you said in reply and what was happening immediately beforehand (e.g. a description of the activity).
Record dates and times of these events and when you made the record. Keep all handwritten notes, even if subsequently typed. Such records should be kept safely for an indefinite period.

- If you are off-site on a school activity, you must report to the activity leader or other relevant person, who can take action to see that the child is protected until his or her return to school. The Headteacher should be informed as soon as possible.
- If the School Child Protection Officer is implicated in any way then a report should be made directly to the Chair of Governors or Social Services.
- Consider your own feelings and seek support if needed.

APPENDIX E

Responding to suspicions or allegations of abuse

General Principles

- Contact the School Child Protection Officer (the Headmistress) who will refer the matter immediately to the appropriate statutory authorities in accordance with procedures set out below. If the School Child Protection Officer is implicated in any way then a report should be made directly to the Governors or Social Services.
- If you feel the Child Protection Officer has not responded appropriately to your concerns, then it is open to you to contact the relevant authorities directly.
- Never delay emergency action to protect a child. Where a child is considered to be in immediate danger he or she should not be allowed to return home (if that is the cause for concern). If none of the Child Protection Officers (Headteacher, Deputy Child Protection Officer or other named person) are available, you should refer the matter to Social Services.
- Parental permission should not be sought before making a referral if this in itself places the child or you at risk.
- Any referral should be recorded in writing and the referrer should be clear about what action (if any) will be taken, and by whom.
- The matter should not be discussed with anyone other than the Child Protection Officer or relevant agency. Information should be on a need-to-know basis to avoid jeopardising any subsequent investigations to maintain the individual's rights to privacy.
- Keep a written record of what was said, observed or done, and by whom and when, including concerns where no action was taken.
- **Make no attempt to investigate. This is the responsibility of the statutory authorities.**

Where a child has Physical Injury or Symptom of Abuse

- Contact Social Services directly where there are serious concerns regarding the child or the parents/guardians, or where a child is afraid to return home. Do not tell the parents/guardians in such circumstances.
- In some situations where the concerns are not as great it may be appropriate to speak with the parent/guardian and suggest, for example, that medical help/attention is needed for the child. The doctor will then initiate further action, if necessary. Alternatively, encourage the parents/guardians to seek help from the Social Services Department. With older young people it will be important to take their wishes into account in regard to speaking with parents/guardians. Often the Church can provide invaluable help to a family where there is a problem of poor parenting resulting from ignorance.
- If a parent/guardian is unwilling to seek help, then offer to accompany them. If they still fail to acknowledge the need for medical attention you may need to seek help yourself e.g. via Social Services.
- Where emergency medical attention is necessary it should be sought immediately, informing the doctor of any suspicions you may have.

Where there are Allegations/Concerns of Sexual Abuse

- Do not tell the parents/guardians if they implicated. You must put the child's welfare first. Allegations of sexual abuse are usually denied and often difficult to prove.
- Contact the School Child Protection Officer (Headteacher or other named person) who must contact Social Services. Do not try to investigate the matter yourself. Your job is to relay to the statutory authorities.
- Contact the Police where severe sexual assault is believed to have taken place in the last 24 hours. The Police will arrange for a medical examination.
- Keep informed on a 'need-to-know' basis so that any alleged perpetrator is not 'tipped off'. The child also has a right for his or her privacy to be respected as much as it possible.

Referrals and Third Party Allegations

Where a third party makes allegations, the role of the staff member is to elicit as much information as possible from the referrer. Unless the person wishes to remain anonymous this should include the referrer's details (name, address, telephone number) and as much factual detail as possible about the child and family concerned (names of family members, addresses, name/date of birth of subject, child's ethnic origin etc.) Information as to the cause of concern or nature of the injuries/observations should be included.

It would be advisable for the staff member to inform the referrer that information relating to any child at risk, or potentially at risk, will be shared with the Child Protection Officer and may result in referral to the Social Services Department, and in this event Social Services may wish to interview the referrer (if known) as part of their investigations.

APPENDIX F

Further Guidance for Staff/Helpers

- Staff/helpers need to think and act sensibly to avoid situations that could lead to difficulties or embarrassment or accusations.
- Staff/helpers must ensure that the children feel equally valued. Favouritism, real or inferred, causes feelings of alienation and can be misconstrued.
- Staff/helpers should not take pupils out on their own and refrain from forming personal relationships exclusively with a pupil.
- Conversations and behaviour should be friendly but not over-familiar. Young people are more comfortable with an adult in role than an adult who seeks to be 'one of the gang'. Responsible and appropriate use of authority provides stability and security.
- Staff/helpers should treat all pupils with dignity and respect in attitude, language use and actions.
- Respect the privacy of the pupils, avoid questionable activity, e.g. rough, sexually provocative games and comments.
- Make sure that the only people allowed into a pupil's activity are the staff/helpers assigned to the group. You should not allow others to have free access unless they have a specific reason e.g. guest speaker, maintenance person.
- Physical contact should only take place in public.
- Physical contact should reflect the pupil's need not the adult's.
- Physical contact should be age-appropriate and generally initiated by the pupil, not the adult.
- Pupils have the right to decide how much physical contact they have with others, except in exceptional circumstances when they need medical attention.
- Staff/helpers should monitor one another in the area of physical contact. They should be free to help each other by pointing out anything that could be misunderstood.

APPENDIX G

Guidelines and procedures for the recruitment of voluntary helpers and paid staff

Rydes Hill Preparatory School and Nursery has a duty of care for its pupils in terms of the Children Act 1989 and the Rehabilitation of Offenders Act 1974, and is unable to rely on the fact that a person is known to the School as the only criterion for joining the School or in School activities.

All Volunteers and Staff must:

1. Complete and sign the application form, giving full name, current and recent addresses, and date of birth.
Give details of previous experience (voluntary or paid) of working with children and young people, if any.
Give permission to contact in writing and in person at least two people who have experience of their work or contact with children, and who will be asked for a reference. If new to the school, the second referee should be someone from their last place of employment.

Give permission for a Police Check to be made.
2. The school may write to at least two people who have first-hand experience of the applicant's work, or voluntary contact with children. If a person has had no previous experience of working with children, a reference may be sought from a reputable person who can comment on the applicant's nature and relationship with others.
When writing, the school will state explicitly that the person will be working with children and young people, and seek their views on the applicant's suitability for such work.
If anything in the references causes the School to have concerns about the applicant's suitability to work with children, the referee will be contacted in person or by telephone to discuss the matter further.
3. Only after the references and a Police Check have been returned by the referees (and the Criminal Records Bureau) and the School is satisfied that everything is in order will the person be invited to join the school or activity.

APPENDIX H CONTACTS

Child Protection

Child Protection services in Surrey have been developed to reflect and promote a new balance in safeguarding children from harm, which emphasizes a protective and a supportive response to children and families who are referred as a result of child welfare concerns.

The ACPC became the Surrey Safeguarding Children Board in 2006.

If you think a child or young person under the age of 18, who lives in Surrey, is being abused or neglected, you should report your concerns to **Surrey County Council's Children's Service by telephoning the Surrey contact centre on:**

0300 200 1006

Or, in an emergency, the Surrey Police.

The Emergency Duty Team can be reached out of office hours on 01483 517898

If you are a **professional worker** with information or concerns about a child or young person, you should call the **Contact Centre for Surrey County Council Child Protection Issues** on:

03456 009 009

The website for the Surrey Safeguarding Children Board is

<http://www.surreycc.gov.uk>

Other useful websites include:

<http://www.dcsf.gov.uk/everychildmatters/safeguardingandsocialcare/safeguardingchildren>

What To Do If You're Worried A Child Is Being Abused website:

<http://www.everychildmatters.gov.uk>

NSPCC Child Protection Helpline (24 hours): To report or discuss concerns about a child's welfare. Tel: 0808 800 5000 or textphone: 0800 056 0566 or email:

help@nspcc.org.uk

Related Documents:

- <http://www.surreycc.gov.uk/sccwebsite/sccwspublications.nsf>

Children & Family Services

Childline Tel: 0800 1111

Surrey County Council want to protect children from abuse, whether this is physical, emotional, sexual, discriminatory or through neglect. If someone thinks that they have been harmed in this way, Surrey Children's Service will arrange a meeting (Child Protection Conference) to discuss ways of helping the family. Below are some contact numbers regarding Child Protection Conferences.

1. Talk to [NYAS](#) (National Youth Advocacy Service)
41 Down Road
Merrow
Guildford
Surrey GU1 2PZ
Freephone telephone: 0800 616101
Send a text message to 0777 222 4555
e-mail help@nyas.net
2. Talk or write to the Designated Complaints Officer
Belinda Newth
Customer Relations Manager
Families Directorate
Quadrant Court
35 Guildford Road
Woking GU22 7QQ
Tel: 08000 562 132 (not free from mobiles)
email: childrensservice.complaints@surreycc.gov.uk
3. Surrey County Council South West Area Education Welfare Manager
Jane Van Ven Vroeke, South West Area Office
Grosvenor House,
London Square,
Cross Lane,
Guildford GU1 1FA
Tel: 01483 517580

**Rydes Hill Preparatory School
Rydes Hill House
Aldershot Road
Guildford, Surrey
GU2 8BP**

**Headmistress: Mrs Stephanie Bell, M. A. (Oxon)
Chairman of Governors: Mr Bernard Stevens**

Main Office

Tel: 01483 563160

Fax: 01483 306714

Admissions

Tel: 01483 578472

Email: enquiries@rydeshill.com

Web: www.rydeshill.com