

Section C: Pastoral Care, Child Protection, Behaviour & Discipline

C.11 Child Protection/Safeguarding

Contact Details

University College School

Frognal
Hampstead
London
NW3 6XH
Tel: 0207 435 2215
Headmaster: Mr Kenneth.J.Durham

Member of Council responsible for Child Protection: Mr Robert Gullifer
Contact details: nrg@newcollege.oxon.sch.uk

Phoenix School

36 College Crescent
Hampstead
London
NW3 5LF
Tel: 020 7722 4433

In the case of any possible child protection issue with a pupil, contact
Sophie Keenlyside (Designated Child Protection Officer)

Or

Caroline Edwards (Designated Child Protection Officer, EYFS)

Junior School

11 Holly Hill
Hampstead
London
NW3 6QN
Tel: 020 7435 3068

In the case of any possible child protection issue with a pupil, contact
Sharon Martin (Designated Child Protection Officer)

Or

Louisa Strange (Assistant Child Protection Officer)

Senior School

Frognal
Hampstead
London
NW3 6XH
Tel: 0207 435 2215

In the case of any possible child protection issue with a pupil, contact
David Colwell (Designated Child Protection Officer)
Or
Adrian Barnish (Assistant Child Protection Officer)
Or
The Headmaster.

In addition, ensure that his/her Warden knows:

Entry Form: Ian Gibson

Shell: Adrian Barnish

Baxter's: Stewart FitzGerald

Black Hawkins: Steve Hawley

Evans: Tom Allen

Flocks: Geoff Plow

Underwoods: Andrew Wilkes

Olders: Lisa Jenkins (Mon, Tue, Weds.)

Michaela Hudson (Weds, Thurs, Fri.)

London Borough of Camden

Contact details:

Child Protection Lead Officer

Name: Bodil Mlynarska

Contact details: 0207 974 6999

Safeguarding Lead Officer, West End Lane

Name: Patricia Denney

Contact details: 0207 974 6628

Referrals to Duty and Assessment team:

Tel: 0207 974 6600

Fax: 0207 974 6611

Child Protection Policy

Introduction

University College School fully recognises its duty of care towards all its pupils in each school in the Foundation. Its statutory duties are set out in The Children Act (1989), the 1996 Education Act, the 2002 Education Act and 'Working Together to Safeguard Children' (2006), Safeguarding Children and Safer Recruitment in Education (DCSF 2007) and the Early Years Foundation Stage Statutory Framework (May 2008). This policy is based on those documents and interprets their requirements in the context of UCS. While setting out current aims and procedures, the Policy is annually reviewed and may be revised in the light of changing circumstances.

Policy Aims and Implementation

The legislation places on all teaching staff, non-teaching staff, governors and others who have responsibility for or immediate contact with pupils at UCS a duty to both **safeguard** and **promote** their welfare. Understanding of the term 'welfare' has recently been widened to embrace health, happiness and overall development (physical, intellectual, social and behavioural) as well as protection from suffering physical harm.

In particular, UCS holds both a moral and a legal responsibility in respect to the protection of its pupils from physical, sexual and emotional abuse. The school fully recognises the contribution it can make to protect and support pupils in all matters of child abuse and maltreatment.

The school follows local safeguarding procedures and works within the guidelines provided by the London Borough of Camden.

The Headmaster has appointed Designated Child Protection Officers in each school in the Foundation:

Senior School: David Colwell, Deputy Head (Pastoral)

Senior School Assistant: Adrian Barnish

Junior Branch: Sharon Martin, Deputy Head (Pastoral)

Junior Branch Assistant: Louisa Strange

Phoenix School: Sophie Keenlyside

Phoenix School Assistant and EYFS Designated Officer: Caroline Edwards

David Colwell also co-ordinates the work of the Child Protection Officers, acts as the link with the Local Authority and other public agencies and, in conjunction with the Headmaster, liaises with Council alongside the School Governor charged with child protection responsibility. He marshals all information received by the school on matters related to child protection and attends training courses relevant to this role. There is an annual review of the Policy, procedures and the efficiency with which it has been discharged, and any recommendations for changes are approved by the Headmaster before they are submitted to Council for adoption. Council itself reviews

practice, and updates and approves the policy on an annual basis. Any perceived deficiencies or weaknesses in child protection arrangements will be remedied without delay.

The Child Protection Officers' training in Child Protection and inter-agency working is updated every two years, and that of the School's staff and Headmaster is updated every three years. Part-time and voluntary staff are also made aware of the arrangements for child protection in the School.

Council has nominated Robert Gullifer as the Governor with responsibility for child protection issues. His task is to assist in monitoring and reviewing the policy and its implementation, to advise the Headmaster on any matters needing immediate attention and to liaise with the Chairman of Council, when necessary.

The Child Protection Policy will be made available in extract to all pupils and parents on the school website and in full to parents and other bona fide enquirers on request.

In dealing with child protection issues, other UCS policies may need to be considered, such as: Anti-Bullying; Equal Opportunities; Educational Trips Guidance; Health and Safety Policy; Rewards and Sanctions; School Code of Conduct

Safe Recruitment

The Acts lay down the checking procedures for the appointment of all staff who have significant contact with pupils, teaching and non-teaching, permanent or temporary, full or part-time. In addition to those areas of school life which are integral to the school day the Acts explicitly include those related to out-of-school activities and trips during the holidays.

To this end the School has put in place safe recruitment procedures for all staff directly employed by UCS and updates these in light of changing legislative requirements, such as the introduction of the Safeguarding Agency. Before employment is confirmed, all staff are checked for their suitability to work with children through the Criminal Records Bureau at Enhanced Level. All referees are asked to confirm that they know of no reason why a candidate should not work with children under the terms of the Children Act. Agencies working on behalf of the school, such as travel firms or school trip organisers, must ensure CRB clearance of their employees and notify the school of satisfactory compliance. The school is required to report to the Independent Safeguarding Authority (ISA) within one month of leaving the school any person (whether employed, contracted, a volunteer or a student) whose services are no longer used because he or she is considered unsuitable to work with children. Such reports will include as much evidence about the circumstances of the case as is possible. The address for referrals is P.O. Box 181, Darlington, DL19FA; telephone: 0300 123 1111.

Promoting the Welfare of Pupils

There are three main elements to this aspect of the UCS Child Protection Policy, all of which are integral to the wider aims and the daily programme and conduct of school life.

- a. Prevention. This underlies the positive school atmosphere, the way that teaching and learning are conducted and the pastoral provision for pupils.
- b. Protection. This is explicit and implicit in the agreed procedures of school life and the direct attention paid to the way that staff respond appropriately and sensitively to concerns related to child protection and pupil welfare.
- c. Support. This represents the help and practical assistance given to pupils and others who have been abused or feel that they have been victims of similar maltreatment.

Defining Child Abuse

The law recognises four broad categories of abuse, all of which relate to children and young people under the age of 18. The maltreatment may fall into more than one category.

Physical abuse: Any form of physical injury where there is definite knowledge or reasonable suspicion that the injury was deliberately inflicted or knowingly not prevented by any person having custody of the child. Physical abuse may involve hitting, shaking, throwing, poisoning (including giving a child inappropriate drugs or alcohol), burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates or deliberately induces illness in a child.

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 penetrative acts or non-penetrative acts. This may include non-contact activities, such as involving children looking at, or in the production of, pornographic material or watching sexual activities or encouraging children to behave in sexually inappropriate ways.

Neglect: This 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 and development. Neglect may involve a parent or carer failing to provide adequate supervision, 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.

Emotional abuse: This is the persistent emotional maltreatment of a child 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 insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interactions. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, 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 maltreatment of a child, though it may occur alone.

The Response of the School to Allegations of Child Abuse

UCS seeks to act as best it can to protect all pupils in its care. Although the school is **not** an investigation or intervention agency, it does acknowledge that it may have an important role to play in the recognition and referral stage of child abuse. Teachers and non-teaching staff at UCS are particularly well-placed to observe outward signs of abuse, changes in behaviour or failure to develop, by virtue of their day-to-day contact with children. All adults working with children have a responsibility to protect children.

Where any member of staff or parent suspects that a pupil is subject to any of these categories of abuse or has a disclosure of such abuse made by the pupil to him or her, then it is the duty of that person to report the matter immediately and in complete confidence to the Child Protection Officer and the Head of the school.

Where it is clear that a pupil is being bullied by another pupil or by a group of pupils, action will be taken by the school according to the procedures set out in the Anti-Bullying Policy. If it alleged or known to be the case that a pupil is being abused by another pupil or pupils, or by any adult, inside or outside the school, the Head will request a written statement of the circumstances that give rise to suspicion, in consultation with the appropriate Child Protection Officer, and, where it is helpful, other agencies, including the nominated Governor and the school's Medical Officer, will judge how to proceed. All allegations of child abuse which fall within the categories described will be reported immediately (within 24 hours) to the designated Officer of the Local Authority (London Borough of Camden.). It must be emphasised that it is not the school's responsibility to investigate the reliability of allegations of this kind. Parents, pupils and others may approach the Department directly. Contact details appear at the beginning of this policy.

If an allegation of abuse is made against a member of staff or other employee of the school, or a person working as a volunteer at the school, a written statement of the nature and circumstances of the alleged abuse should be agreed and signed by the pupil concerned under the supervision of the Head. The designated Child Protection Officer should be informed of any allegations (unless he or she is the object of the allegation.) If the Head is satisfied that there is a case to answer, then the matter becomes one of staff discipline and will be referred through the nominated Governor and the Chairman to an appropriate committee of Council. The employee is likely to be suspended from service (on full pay) while the issue is considered and will be entitled to legal representation. Should an allegation be made against the Designated Teacher with responsibility for Child Protection, the member of staff receiving the allegation should immediately inform the Head. If the Head is absent the information must be passed on to the Chairman of Council. Should an allegation be made against a Head it should be reported directly to the Chairman of Council without notifying the Head or Child Protection Officer first. The Chairman of Council will receive any written statements and take responsibility for the subsequent process. Again, in cases of this nature, the matter will be reported immediately to the designated Officer of the Local Authority.

All consideration of allegations of abuse and maltreatment will be treated with the utmost discretion. Where written statements or records exist, they will **not** be stored in files to which access is open.

Annex 1 – Guidelines for Staff

How do I recognise child abuse?

As well as obvious non-accidental injuries, injuries which are not consistent with the explanation given and incidents reported by others, the following signs may be significant in the light of other concerns:

- Unusual tiredness, inappropriate clothing, poor personal hygiene
- Change in appetite – unusual increase or loss
- Unexplained patterns of absence or lateness
- Sudden behaviour or mood changes – panic attacks, hyperactivity, extreme passivity, depression
- Acting out – aggressive, disruptive, unacceptable or inappropriate behaviour which may indicate stress or turmoil
- Reluctance to change for games or swimming
- Fear of medical treatment
- Telling of a “friend with a problem of abuse”

It is important that these factors should not be seen in isolation but considered within the context of the child’s overall demeanour and the parent/child relationship. They are clues which should alert us to possible problems.

In addition to the above, the following may be symptomatic of sexual abuse: Delayed or no learning progress, low self-esteem, acting in a sexually inappropriate way towards adults and/or peers, unease or unusual behaviour with adults, sexualised drawings, self-injury, distinct changes in behaviour.

What should I do if I suspect that a child has been abused or is at risk?

It is important to listen to and reassure that child. Get as much information as you can **without appearing to interrogate them**. Then make careful notes of what was said, **devoid of opinion, suspicion or speculation**, and speak immediately with the relevant Child Protection Officer.

Say nothing to the parent/care at this stage, unless the information comes from them.

Listening to young people – these skills are based on basic counselling techniques: You should minimise what you say, allowing the pupil to tell his/her story without being silenced.

Acceptance – Listen to what you are told without displaying your own feelings. **You** do not need to decide if the story is true or not. Do not make notes in the presence of the child.

Confidentiality – **Never promise confidentiality**. Be prepared for this request and rehearse your response in advance, e.g. “I am only too ready to listen but at this point I can’t promise confidentiality....”

Reassurance – Acknowledge their courage in telling you but do not say, “It will be OK now.” And do not apportion blame to anyone.

Questioning – Ask as few questions as possible. Ensure that your questions are open-ended and not leading, e.g. “Did your step-father do this?” (*Leading*) “Do you want to tell me who did this?” (*Open-ended*) Avoid asking for details that you, as a teacher, do not need to know. Clarify what has been said. If necessary, reflect back what has been said to give the young person an opportunity to correct you. Never ask the pupil to write down details in an abuse situation – it could be used as evidence in any police investigation. Leave that to the police.

Explaining – You should explain what you will do with this information (i.e. refer it to the designated teacher who may then take it further).

Recording – Make notes as soon as possible after the interview. Include date, time and place, and who was present. Record verbatim whatever phrases you can recall the child using. Describe the observable behaviour (e.g. crying). Do **not** tape the interview.

Support – Think about what support is necessary for the pupil.

How will I know what has happened as a result of the referral?

The Child Protection Officer will ensure that you are informed of the outcome.

Will I be personally liable if my concern proves unfounded?

NO – You were merely reporting a concern, not making an accusation. Any legal responsibility is the School’s and you will only be criticised for failing to follow the procedures.

I’ll deal with this when I have more time.

Don’t delay. Delays may literally be fatal. Ask yourself this question, “What is the worst thing that can happen if I do not act?” Make this a priority.

What support is available to staff?

The Child Protection procedures have been designed to foster a supportive structure for those staff who have to deal with the victims of abuse. It would be wrong and damaging to ignore the emotions that are generated by this experience. You should never feel that you are without support when you are closely involved with such cases.

What should I do if a pupil alleges that they have been abused by a member of staff?

Listen to the child, reassure them, make a careful note of what the pupil has to say, do not quiz the child and **say nothing to the alleged abuser or the child’s parents. Allegations must be reported to the Head. The Head automatically assumes the role of Child Protection Officer in cases where allegations involve staff.** In order to ensure the child’s safety and to protect innocent staff from malicious allegations, **it is vital that you exercise complete discretion in these circumstances.** Should the allegation concern the Head, it should be reported at once to the Child Protection Officer who will then refer the matter to the Chairman of Council

Annex 2 – Staff/Pupil Relations

Staff will be well aware that cases of child abuse have become more numerous and more widely reported and that in their wake has been a plague of malicious allegations and threats. In a litigious and sensation-seeking age, colleagues are advised to exercise care and discretion in the way that they handle staff/pupil relations. It is essential that pupils at UCS should continue to feel comfortable and secure in their relationships with members of staff. Actions which pupils may reasonably interpret as improper or ‘edgy’ are unacceptable, no matter how good the intention. To this end the following guidelines are recommended.

1. Individual interviews with pupils

One to one interviews in closed rooms should only take place during times when the immediate vicinity is well populated and as part of a general programme of activities. To carry out such interviews outside the normal school day or rehearsal/practice schedule could cause anxiety to pupils and could place a member of staff in a compromising situation. If it is anticipated that an interview may prove confrontational, the presence of a second adult is prudent.

2. Transport of pupils

Colleagues should not give lifts in their cars to individual pupils. If this is unavoidable, the pupil should travel in the back seat.

3. Home visiting

Colleagues should not visit pupils at their home unless a parent is present. Colleagues should not invite a pupil to their home alone.

4. Outings

Colleagues should not take individual pupils on any outings. In the Senior School for an outing of one day or less, one adult may supervise up to 15 pupils. Any overnight trip must be accompanied by at least two adults. Equivalent arrangements for Junior Branch and Phoenix pupils are set out in the Staff Handbooks. Guidance about the use of consent forms for out-of-school activities to be completed by parents/guardians is also set out in the Staff Handbooks and should be followed scrupulously.

2nd November 2011