



## **ALTRINCHAM GRAMMAR SCHOOL** **FOR BOYS SAFEGUARDING AND CHILD** **PROTECTION POLICY**

This policy applies to all staff, Governors and volunteers working at the School and applies to all boys in the school from Years 7 – 13.

This policy consists of:

- A) The Designated Person(s)
- B) The Governing Body responsibilities
- C) General Principles
- D) What is Child Abuse?
  - A) Referral Procedures and Guidance for the Handling of Disclosure
  - B) Allegations against Staff
  - C) Code of Practice for Adults working with Children
  - D) Summary – What happens if ...
  - E) Reference/Contact Numbers

### **THE DESIGNATED SENIOR PERSON**

The Designated Senior Person for Child Protection in this school is:

**NAME: Edward Hall (Deputy Head)**

A Deputy DSP should be appointed to act in the absence/unavailability of the DSP. The Deputy designated Senior Person for Child Protection in this school is:

**NAME: Helen Short (Head of Year 7)**

The Governor with responsibility for Safeguarding and Child Protection is:

**Mrs Nisha Sathi (Governor)**

It is the role of the Designated Senior Person for Child Protection to:

- Ensure that he/she receives refresher training annually to keep his or her knowledge and skills up- to-date
- Ensure that all staff who work with children undertake appropriate training to equip them to
  - carry out their responsibilities for child protection effectively and that this is kept up to date by refresher training at three yearly intervals
- Ensure that newly appointed staff receive a child protection induction
- Ensure that all staff and volunteers are made aware of the school's arrangements for child protection
- Ensure that the school operates within the legislative framework and recommended guidance

- Ensure that the Head Teacher is kept fully informed of any concerns
- Develop effective working relationships with other agencies and services
- Decide whether to take further action about specific concerns (e.g. refer to Social Services, Police etc).
- Liaise with Multi-Agencies over suspected cases of child abuse
- Ensure that accurate records relating to individual children are kept in a secure place and where appropriate kept 'confidential', and that these records are passed securely should the child transfer to a new provision
- Submit reports to ensure the school's attendance at Child Protection Conferences and contribute to decision making and delivery of actions planned to safeguard the child

- Ensure that the school effectively monitors children about whom there are concerns, including notifying the appropriate agencies of the absence of a child who is the subject of a child protection plan
  - Provide guidance to parents, children and staff about obtaining suitable support

### **The Governing Body**

The Governing Body has overall responsibility for ensuring that there are sufficient measures in place to safeguard the children in their establishment.

- In particular, the Governing Body must ensure:
  - Child protection policy and procedures are in place
  - Safe recruitment procedures are followed
  - Appointment of a DSP who is a senior member of school leadership team
  - Relevant child protection training for school staff/volunteers is attended
  - Safe management of allegations
  - Deficiencies or weaknesses in child protection arrangements are remedied without delay
  - A member of the Governing Body (usually the Chair) is nominated to be responsible in the event of an allegation of abuse being made against the Head Master.
  - Safeguarding policies and procedures are reviewed annually and information provided to the local authority about them and about how the above duties have been discharged

### **General Principles**

Children and Young People have a fundamental right to be protected from harm.

Children and young people have a right to expect schools to provide a safe and secure environment.

The protection of children and young people is a shared community responsibility. Failure to provide an effective response can have serious repercussions for the child. We, as the adults that are in daily contact with the children in this school, have a unique position to identify and help abused children.

All employees, whether teaching or support staff, must be aware of our child protection policy and must ensure that any concerns they have are reported to the designated child protection officer, or in their absence, their deputy. All staff should be aware of the process for making a referral to children's social care, and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (children suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in the assessments.

At Altrincham Grammar School for Boys the Child Protection Officer is Mr Eddie Hall and the nominated deputy is Mrs Helen Short. The Governor with responsibility for Safeguarding and Child Protection is Mrs Nisha Sathi.

- Child Protection raises issues of confidentiality that must be clearly understood by all staff/volunteers in schools.
- All staff in schools, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children, Schools and Families and the Police).
- If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the members of staff/volunteer tell the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe.
- Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts

### **When to be concerned**

All staff and volunteers should be aware that the main categories of abuse are:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect
- Be alive to the possibility of child on child abuse, particularly child sexual violence and sexual harassment

All staff and volunteers should be concerned about a child if he/she presents with indicators of possible significant harm – **see Appendix 1 for details.**

Generally, in an abusive relationship the child may:

- Appear frightened of the parent/s or other household members e.g. siblings or others outside of the home
- Act in a way that is inappropriate to her/his age and development (full account needs to be taken of different patterns of development and different ethnic groups)
- Display insufficient sense of 'boundaries', lack stranger awareness
- Appear wary of adults and display 'frozen watchfulness'

### **C. Concerns about pupils – Referral procedures**

2.1 Any School is entitled to expect a parent to tell them if there is anything wrong with a child or young person. If this is made clear from the start it can become an accepted part of a routine and therefore be less difficult to comment on an injury which may look suspicious. However, where concerns relate to sexual abuse, professionals should not discuss these with parent/carer. However, members of staff may have concerns about individual pupils which result from the observable

warning signs referred to above or from an overheard conversation or throw-away remark by a pupil. Such concerns should be discussed with the appropriate Head of Year who will, if he/she thinks the matter sufficiently serious, refer it to the School's nominated person for Child Protection issues, Mr Hall, at the earliest opportunity. He, in cases where a formal referral is felt necessary, will inform the Social Services Child Protection Team by telephone and confirm in writing within 24 hours. In case of Mr Hall being absent from School, Mrs Short is the nominated deputy. However, it may be necessary at times for a member of staff to make that referral themselves and they can do so by contacting the local Children's Duty and Assessment Team (the contact number is in Teacher Planners)

A Child Protection file containing details of referrals and pupils about whom there may be concern are kept electronically on the School Systems.

The Chairman of the Curriculum and Pupil Welfare Committee, **Mrs Nisha Sathi**, is the nominated Governor for Child Protection.

## **2.2 Guidance for the handling of disclosure**

2.2.1 A child who alleges that abuse has taken place **must** be listened to. Respect the child's point of view. Do not over question but listen and offer support. Be honest about your responsibility and explain what your course of action must be. Explain what is likely to happen, as you know it. Don't make false promises. If you don't know, say you will find out and tell them.

2.2.2 If a child is troubled or fearful about further action, encourage him to tell you the reasons so that these can be communicated to Social Services.

2.2.3 You should never promise pupils that disclosures can be made in confidence. You can, however, say that no-one who does not need to know will be told. Even if alleged abuse happened some time ago, it would be a mistake for you to presume that the danger had passed.

2.2.4 Teachers, although legally required to co-operate in Child Abuse investigations, are not investigators themselves. Only Social Services, the NSPCC and the Police are authorised to do this. Therefore, any questions you ask a pupil who discloses information to you should be objective, straightforward and non-judgmental and should have the sole purpose of establishing concrete facts and clarifying what the pupil has said. Careful note should be taken of pupil responses and these should be written down as soon after the conversation as possible and handed to the nominated person.

2.2.5 Immediately after a disclosure is made, you should discuss the matter with the nominated person. Should there be any doubt in your mind over the seriousness of the situation, you should err on the side of caution and speak to the nominated person. In the event of Mr Hall being unavailable, you should speak either to Mrs Short, as the nominated deputy, or the Headmaster. (If a member of staff is concerned about the immediate welfare of a child, and the designated persons are unavailable, they should not wait to make a referral themselves)

2.2.6 The nominated person will, in conjunction with appropriate outside agencies, decide whether to make a formal referral to Social Services. In cases where a

formal referral is judged necessary, it will be made immediately by telephone to the First Contact Team at Social Services. If the pupil needs immediate medical attention, it will be necessary to call an ambulance and then inform Social Services. If the pupil needs immediate protection the Police will be called and then Social Services will be informed.

#### **D. Cases of allegations against AGSB staff**

3.1 If an allegation of child abuse is made against any member of staff such allegation must always be discussed with the nominated person by the member of staff to whom the allegation is made. This is in no way to suggest that the allegation has any substance to it; it is rather to behave in a professional manner. There should at this stage be no discussion with the member of staff about whom the allegation has been made.

3.2 The nominated person will discuss the matter with the Head Master who, having made further enquiries, will decide whether there is prima facie evidence for further investigation.

3.3 Where this is the case, the Head Master will make a referral to Social Services by telephone and confirm it within twenty-four hours by letter. He will also inform the Senior Educational Welfare Officer and the Chairman of Governors. Should there be clear initial evidence that the pupil may be in danger of further harm, the Headmaster may suspend the member of staff about whom the allegation has been made until such time as further investigations have been completed.

3.4 If an allegation is made regarding the Headmaster, the Chairman of the Governors should be contacted.

#### **E. Code of Practice for Adults working with Children and Young People**

##### **You**

- should:**
- Treat everyone with respect
  - Provide an example for others to follow
  - Respect a young person's right to privacy
  - Provide access for young people to talk to others about any concerns they may have
  - Recognise, and allow for, the special needs of young people with disabilities and learning difficulties
  - Encourage young people and adults to point out attitudes or behaviour that they do not like
  - Avoid inappropriate physical contact
  - Remember that someone else might misinterpret your actions, no matter how well intended
  - Recognise that special caution is required in sensitive moments of counselling when dealing with bullying, bereavement or abuse
  - Respect the cultural, religious and ethnic backgrounds of those you work with

### **You should not:**

- Permit abusive peer activities (e.g. bullying, racial or sexual harassment, etc)
- Have an inappropriate physical or verbal contact with young people
- Jump to conclusions about others without checking facts
- Show favouritism to any individual
- Be drawn into inappropriate attention seeking behavior such as crushes or tantrums
- Make suggestive remarks or gestures
- Rely on your good name to protect you
- Believe 'it could never happen to me'
- Interview a young person in a locked or secluded office or classroom
- Interview vulnerable young people on your own

### **F. Summary – What Happens if ....?**

#### **You suspect a child or young person is being abused or neglected:**

- Consult your designated member of staff for Child Protection
- Record and date any facts, which support your suspicions
- Have you discussed the concern with the parent or child?
- Where concerns relate to sexual abuse the teacher/adult should not discuss these with the parents/carers

#### **A child discloses to you abuse by someone else:**

- Allow the child/young person to speak without interruptions, accepting only what is said, **but do not investigate**
- Alleviate feelings of guilt and isolation, whilst passing no judgment
- Advise that you will try to offer support, **but that you must pass on any information**
- Consult/inform your designated member of staff for Child Protection
- Record and date any facts which support your suspicions

#### **If you receive an allegation about child on child abuse:**

- Consider the age and developmental stage of the victim, the nature of the allegations and the potential risk of further abuse.
- Realise the needs and wishes of the victim should be paramount that it may be necessary to keep the dialogue open between school and the victim, and that it may be necessary to maintain arrangements in place to protect the victim for a long time.
- The school may have a difficult balancing act to consider – safeguarding the victim, while on the other hand dealing with the perpetrator, to whom the School may continue to have a duty to provide an education, as well as implementing any disciplinary sanctions

In all of the above the School will have close regard to the **latest statutory guidance** laid down in '**Keeping Children Safe in Education 2018**' issued by the Department for Education

**If you receive an allegation about a member of staff or yourself:**

- **Immediately inform** the Head Master
- **Record and date the facts** as you know them
- **You must refer: You must not investigate**

**G. Reference / Contact Numbers**

Trafford MBC- ACPC Child Protection/Child in Need Procedures –  
[www.trafford.gov.uk/socialservices](http://www.trafford.gov.uk/socialservices) -  
Children's Duty and Assessment Team  
(CDAT) Stretford Public Hall  
Chester Road  
Stretford  
Manchester M32 0LG  
Tel 0161 912 5125  
Fax 0161 912 5127  
Multi Agency Referral & Assessment Team (MARAT) - Child  
Protection/Safeguarding  
2nd Floor  
Quay West  
Trafford Wharf Road  
Trafford Park  
Manchester  
M17 1HH  
0161 912 5125/5124 (Monday to Friday 8:30am to 4:30pm).  
Outside of these hours - contact Emergency Duty Team on 0161  
912 2020

Multi Agency Referral Form (available from CDAT)  
Download from [www.trafford.gov.uk/socialservices](http://www.trafford.gov.uk/socialservices)  
Safeguarding Children in Education (DFES September  
2004) Download from  
[www.teachernet.gov.uk/childprotection/guidance.htm](http://www.teachernet.gov.uk/childprotection/guidance.htm)  
National Employers Organisation for School Teachers (NEOST)  
guidance documents

- Conduct
- Preventing abuse of trust
- Staff facing an allegation of abuse
- Other very useful information on Child Protection Issues can be found on website:  
[www.teachernet/childprotection](http://www.teachernet/childprotection)



## **APPENDIX 1 – INDICATORS OF POSSIBLE SIGNIFICANT HARM**

### **POSSIBLE SIGNS OF PHYSICAL ABUSE**

- Unexplained injuries or burns, particularly if they are recurrent
- Injuries not typical of accidental injury
- Frequent injuries even with apparently reasonable explanations
- Improbable or conflicting explanations for injuries
- Refusal to discuss injuries
- Admission of punishment which appears excessive
- Fear of parents being contacted
- Bald patches
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of returning home
- Fear of medical help/parents not seeking medical help
- Self-destructive tendencies
- Aggression towards others
- Chronic running away
- Frequently absent from school

### **POSSIBLE SIGNS OF EMOTIONAL ABUSE**

- Probably the most difficult type of abuse to recognise. An emotionally abused child is often withdrawn, introverted and depressed
- Admission of punishment which appears excessive
- Over-reaction to mistakes
- Sudden speech disorders
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Self-mutilation
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Chronic running away
- Compulsive stealing
- Scavenging for food or clothes
- Continual self depreciation
- Air of detachment – ‘don’t care’ attitude
- Social isolation – does not join in and has few friends
- Desperate attention-seeking behaviour
- Eating problems, including over-eating or lack of appetite
- Depression, withdrawal

### **POSSIBLE SIGNS OF SEXUAL ABUSE**

- Demonstrate sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit

- Wetting or other regressive behaviours, e.g. thumb sucking

Inexplicable changes in behaviour, such as becoming aggressive or withdrawn

- Stop enjoying previously liked activities
- Be reluctant to undress for PE
- Become fearful of, or refuse to see, certain adults for no apparent reason; show dislike of a particular baby-sitter, relative or other adult
- Draw sexually explicit pictures
- Urinary infections, bleeding or soreness in the genital or anal areas
- Soreness or bleeding in the throat
- Chronic ailments, such as stomach pains or headaches
- Take over the parental role at home; seem old beyond their years
- Develop eating disorders, such as anorexia or bulimia
- Depression, suicidal thoughts
- Poor self-image, self-harm, self-hatred
- Physical discomfort
- Use drugs or drink to excess
- Unexplained pregnancy
- Memory loss
- Frequent running away
- Restricted social activities
- Find excuses not to go home or to a particular place
- Have recurring nightmares/be afraid of the dark
- Be unable to concentrate; seem to be in a world of their own
- Have a 'friend who has a problem' and then tell about the abuse of the friend
- Sudden changes in school work habits, become truant
- Withdrawal, isolation or excessive worrying
- Outbursts of anger or irritability
- Unexplained sums of money
- Act in a sexually inappropriate/harmful or seductive way towards others

### **POSSIBLE SIGNS OF NEGLECT**

- Constant hunger
- Poor personal hygiene
- Inappropriate clothing, clothing in a poor state of repair
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Low self esteem
- Poor social relationships
- Compulsive stealing
- Constant tiredness
- Emaciation
- Destructive tendencies
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Chronic running away
- Scavenging for food or clothes

**In addition to all the above signs a child may disclose an experience in which he/she may have been harmed, or there may be any other cause to believe that a child may be suffering harm.**

Written by:	E Hall	Updated September 2018
Reviewed By Governor Sub-committee		