



Child Protection and Safeguarding Policy

2017/2018

Key Contacts in School

Role	Name	Contact
Designated Child Protection Officer	Mr Tom Dickerson	64432
Deputy Designated Child Protection Officer	Mrs Alison Emmerson	66155

Other Key Contacts

Role	Name	Contact
Social Worker	Ian Lummes	64691
Police Inspector	Dave Kewley	66225
Chair, AISC	Justine Allan	67000
Senior Medical Officer	Bill Hardy	66303

Police emergency: 999

Ascension Childline: 66789



Two Boats School Child Protection and Safeguarding Policy

Purpose of a Child Protection Policy

An effective whole school child protection policy is one that provides clear direction to staff and others about expected codes of behaviour in dealing with child protection issues. An effective policy also makes explicit the school's commitment to the development of good practice and sound internal procedures. This ensures that child protection concerns and referrals may be handled sensitively, professionally and in ways which support the needs of the child.

Introduction

The health, safety and well-being of all our children are of paramount importance to all the adults who work in our school. The Ascension Island Government is a signatory of the UN Convention on the Rights of the Child and as such our children have the right to protection, regardless of age, gender, race, culture or disability. They have a right to be safe in our school, in our community and with their families.

In our school we respect our children. The atmosphere within our school is one that encourages all children to do their best. We provide opportunities that enable our children to take and make decisions for themselves.

Our teaching of personal, social and health education and citizenship, which follows the National Curriculum for England, helps to develop appropriate attitudes in our children and makes them aware of the impact of their decisions on others. We also teach them how to recognise different risks in different situations, and how to behave in response to them. We give opportunities for children to discuss problems or concerns with an adult as part of our Every Child Matters agenda.

Aims and objectives

This policy ensures that all teaching and non-teaching staff in our school are clear about the actions necessary with regard to a child protection issue. Its aims are:

- Prevention; ensuring we practise safe recruitment in checking the suitability of our staff and volunteers who work with children.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Protection; developing then implementing procedures for identifying and reporting cases or suspected cases of abuse.
- Support; supporting pupils who have been abused.
- Establishing a safe environment in which children can learn and develop.

Framework

The school does not operate in isolation. 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 Ascension Island Safeguarding Children Board.

The Safeguarding Board is chaired by The Administrator and also includes:

- The Headteacher
- The Senior Medical Officer
- The Police Inspector
- The Solicitor General
- The Social Worker
- A representative of the voluntary organisations

The objective of the AISCB is:

- to co-ordinate what is done by each person or body represented on it for the purposes of safeguarding and promoting the welfare of children in Ascension; and
- to ensure the effectiveness of what is done by each such person or body for those purposes.

Details of any Child Protection Plans are kept by the Social Worker on behalf of the Administrator and can be accessed by the professionals above.

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

- Ascension Island Safeguarding Policy
- AIG Recruitment and Selection Policy
- AIG Safer Recruitment Policy
- Behaviour
- Anti-Bullying
- Special Educational Needs
- Health and Safety
- PHSE
- Sex and Relationship Education

Roles and Responsibilities

All adults working with or on behalf of the children have a responsibility to safeguard and promote the welfare of children. There are however key people within schools and Ascension Island Government who have specific responsibilities under child protection procedures. The names of those carrying out those responsibilities for the current year are listed on the coversheet of this policy.

The Headteacher and the two Assistant Headteachers are the designated persons for child protection at Two Boats School. If there is a conflict of interest in reporting to the normal Line Manager, the most appropriate person should be approached.

The designated people:

- give advice and support to all members of staff,
- ensure that all procedures are in place, and
- decide which members of staff need to be informed about children considered to be at risk.

The Headteacher is responsible for ensuring this policy is effectively carried out.

The Administrator has overall responsibility to the Governor for child protection on Ascension Island. He liaises with the Headteacher to ensure the child protection policy procedures are in place. (Although the School Governors Committee is kept informed of the school's child protection procedures, they are not given details relating to specific child protection situations due to the confidentiality involved.) This involves an annual review of the school's safeguarding policy and procedures and of the efficiency with which the related duties have been discharged. Any deficiencies or weaknesses must be remedied without delay.

Training and Support

Our school complies with the guidance as set out in the "Ascension Island Child Protection Procedures" (June 2015) document <http://www.ascension-island.gov.ac/wp-content/uploads/2015/03/Ascension-Island-Child-Protection-Procedures-June-2015.pdf>

All staff have access to Child Protection training appropriate to their role. This includes training in procedures to follow, signs to note, appropriate response to situations where a child may be at risk and record-keeping. It is important that all staff, whether paid or unpaid have access to appropriate training in order that they are able to react appropriately if an incident should occur. New staff are trained as part of our induction procedures. The two Assistant Heads are the members of staff who are responsible with the Headteacher for the implementation of child protection procedures at Two Boats School and, as such, they require up to date multi-agency level 2 training.

Support is available for all staff whom have concerns or queries about Child Protection from the Headteacher and designated teachers, as well as sharing concerns at our weekly staff meetings.

Procedures

When a case of concern is brought to one of the designated child protection officers, he or she will share all matters of concern with the Headteacher. A decision of action will be taken together. If more advice is needed, then they will contact the Police Inspector or Social Worker.

Where it is believed that a child is suffering from, or is at risk of significant harm, we follow the procedures set out by the Ascension Island Safeguarding Children Board.

The child protection procedures of the Ascension Island Safeguarding Children Board (AISCB) are guidance which is developed from the Child Welfare Ordinance 2011 and takes into account Working Together to Safeguard Children. A full version of the AISCB Child Protection Policy is available in the staff room. All staff are given a copy of the abbreviated version in the booklet 'A Brief Guide to Child Protection'.

Staff are kept informed of the procedures and, where appropriate, any children involved in child protection issues by the Assistant Heads and the Headteacher.

We inform parents of the school's duties and responsibilities under the child protection procedures by including the following statement in our school Parents' Booklet:

'Child Protection

Two Boats School takes its safeguarding children responsibilities very seriously. We have a detailed Child Protection Policy and work within the procedures laid down by the Ascension Island Safeguarding Children Board, on which we are represented by the Headteacher. Safer recruitment principles are taken into account in all staff appointments and we ensure that all staff are appropriately trained.

Through day to day contact with the children, schools are particularly well placed to observe outward signs of abuse, changes in behaviour, or failure to develop. Parents should be aware therefore, that all school staff are required to report any concerns that they may have about a child's welfare to Senior Staff who will refer any cases that may involve abuse or neglect to the Ascension Island Safeguarding Children Board. We always discuss our concerns with parents first unless we believe this would put the child at greater risk.'

We keep all Child Protection materials relating to individuals, investigations and Child Protection minutes in a separate place to the child's educational school records in a secure location.

Types of abuse

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

Physical abuse is the causing of physical harm to a child or young person. Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes, ill health to a child they are looking after.

Emotional abuse is persistent emotional neglect or ill treatment that has severe and persistent adverse effects on a child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may involve the imposition of age- or developmentally-inappropriate expectations on a child. It may involve causing children to feel frightened or in danger, or exploiting or corrupting children.

Some level of emotional abuse is present in all types of ill treatment of a child; it can also occur independently of other forms of abuse.

Sexual abuse is any act that involves the child in any activity for the sexual gratification of another person, whether or not it is claimed that the child either consented or assented. Sexual abuse involves forcing or enticing a child 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 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 in watching sexual activities, using sexual language towards a child or encouraging children to behave in sexually inappropriate ways.

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, to protect a child from physical harm or danger, or to ensure access to appropriate medical care or treatment. It may also include neglect of, or failure to respond to, a child's basic emotional needs. Neglect may also result in the child being diagnosed as suffering from "non-organic failure to thrive", where they have significantly failed to reach normal weight and growth or development milestones and where physical and genetic reasons have been medically eliminated.

In its extreme form children can be at serious risk from the effects of malnutrition, lack of nurturing and stimulation. This can lead to serious long-term effects such as greater susceptibility to serious childhood illnesses and reduction in potential stature. With young children in particular, the consequences may be life-threatening within a relatively short period of time.

Signs of abuse

Abused children may be afraid to tell anybody about the abuse. They may struggle with feelings of guilt, shame or confusion – particularly if the abuser is a parent, caregiver or other close family member or friend. Anyone working with children or young people needs to be vigilant to the signs listed below:

- Regularly experiencing nightmares or sleeping problems
- Changes in personality
- Outbursts of anger
- Changes in eating habits
- Showing an inexplicable fear of particular places or making excuses to avoid particular people
- Self-harming (includes head banging, scratching, cutting)
- Not receiving adequate medical attention after injuries
- Showing violence to animals, toys, peers or adults
- Knowledge of "adult issues" e.g. alcohol, drugs, sexual behaviour
- Lacking in confidence or often wary/anxious
- Regressing to the behaviour of younger children
- Regular flinching in response to sudden but harmless actions, e.g. someone raising a hand quickly

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour

Whilst these signs do not necessarily mean that a child is being abused, they probably indicate that the child or family is having some problems which should be investigated. Remember that children are unique and their responses will be unique.

Abuse can happen to any child. Children are more likely to be abused by people they know and the indicators are physical, emotional, behavioural and social.

What to do if you suspect child abuse

All staff working in school are required to report any concern for a child's welfare, suspicion, or disclosure of abuse to the Headteacher or one of the designated child protection officers. A 'cause for concern' form should be completed by the reporting person. These forms are held in the staffroom. If it is felt that a child is in need of protection, we discuss this with parents but only if this does not increase the risk to the child or prejudice an investigation. We always share concerns with the Police Inspector and Social Worker but make very clear the extent of our concern.

We contact the Police Inspector or Social Worker to seek advice about whether a formal referral is required. Even if a referral is not made, we record our concerns to build up a picture of risk. We also make notes about our actions and the outcome.

Where a referral is necessary, the following initial information will need to be given where possible using the appropriate referral form:

- Name, status and contact point
- Reason for concern
- Full name, address and date of birth of child
- Names and dates of birth of household members

Professional Confidentiality

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of Child Protection. The only purpose of confidentiality in this respect is to benefit the child.

Upon starting work at Two Boats School, every adult is made aware of the need for confidentiality and how children have the right to be listened to and have what they say taken seriously. The Headteacher sends an annual reminder about issues of confidentiality to all staff.

Children's desire, need and right to speak in confidence to others about things which concern them should be respected. In order to deal with the matter honestly, and to avoid collusion, it is important to tell the child who you will need to pass information on to. It is important to listen to the child, be sympathetic and tell the child you are pleased they have told you; this should help the child feel safe.

Information is then shared with one of the designated officers and the Headteacher. Depending on the exact nature of the concern, they then either contact the Police Inspector or the Social Worker.

Professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has to be recognised in principle by the courts. Any disclosure of personal information to others, (including social services) must always, however, have regard to common and statute law. An exchange of relevant information between professionals is essential in order to safeguard children. Although those providing services to adults and children may be concerned about the need to balance their duties to protect children from harm and their general duty towards their patient or service user, the overriding concern must be the welfare of the child. Whenever possible, consent should be obtained before sharing personal information with third parties but the 'public interest' on child protection must always override the 'public interest' in maintaining confidentiality or obtaining consent from families. The safety of the child is always the paramount consideration

Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (European Convention on Human Rights, Article 8). Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, obtaining consent may not be possible or in the best interest of the child where the safety and welfare of that child necessitates that the information should be shared. The guidance permits the disclosure of confidential information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of the case, and legal advice should be sought if in doubt.

Records and Monitoring

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

These records are stored in a secure location, separate from any educational records and are not accessible to everyone in school; The Headteacher and the Assistant Headteachers are aware of the information contained in the Child Protection files and may, where appropriate, notify other relevant staff that the child is being monitored. This is to allow a comprehensive assessment of our concerns. Staff are aware that Child Protection files are not for parental access.

After relevant staff have discussed findings, these will be shared with the Police Inspector and Social Worker. If a child with Child Protection concerns leaves the school or transfers, then the Headteacher arranges a secure method of delivering the records to the receiving school.

Attendance at Child Protection Conferences

A Child Protection Conference is central to Child Protection Procedures. It brings together the family and the professionals concerned with Child Protection, providing them with the opportunity to exchange information and plan together.

The conference signifies the inter-agency nature of assessment, treatment and management of Child Protection. It shares information and concerns, analyses risk and recommends responsibility for action. It also draws together staff from all agencies with specific responsibility in the Child Protection process (health, social services, police and the school) and other staff who can offer relevant specialist advice as well as the parent and child.

Before the conference the school sends a report to the appointed Chair compiled from our records and drawn up by the Headteacher, class teacher and designated person. This report would detail;

- all the information known about the child and the family
- all the work done by staff
- working arrangements with staff from other agencies.

Supporting Students 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. The 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.

Two Boats School will endeavour to support pupils through:

- the curriculum, to encourage self-esteem and self-motivation,
- 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,
- the implementation of school behaviour policies,
- a consistent approach, which recognises and separates the cause of behaviour from that which the child displays,
- regular liaison with other professionals and agencies which support the pupils and their families,
- a commitment to develop productive, supportive relationships with parents, whenever it is in the child's interests to do so, and

- the development and support of a responsive and knowledgeable staff group trained to respond appropriately in child protection situations.

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 behavioural 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, mental health issues, drug or alcohol abuse, children may also be vulnerable and in need of support or protection.

Safe School, Safe Staff

School needs to be a stable environment where all children feel happy and secure. All staff have received training and advice about safeguarding themselves when working with children. All staff need to consider the following guidance when working with children:

- Ensure that your behaviour and actions do not place pupils or yourself at risk of harm or allegations of harm to a pupil (for example, in one-to-one tuition, sports coaching, conveying a pupil by car, engaging in inappropriate communication with a pupil and so on)
- Your behaviour should be open and transparent
- You must adopt high standards of personal conduct
- Your behaviour must not compromise your position
- Avoid being alone with a child behind a closed, windowless door
- Never give an individual a gift that is not part of the rewards system
- Never give your personal phone number or personal e-mail address to a child
- Be aware of the dangers of social networking sites such as Facebook, maintain appropriate privacy settings and do not have pupils as your contacts
- DO treat everyone with respect
- DO treat all young people equally - show no favouritism
- DO plan activities with more than one other person present, or at least within sight and hearing of others
- DO allow young people to talk about any concerns they have
- DO encourage others to talk freely about attitudes or behaviours they don't like
- DO steer clear of inappropriate attention-seeking behaviour e.g. flirting, crushes, tantrums, etc. and report any concerns immediately
- DO remember someone else might misunderstand your behaviour, however well meant
- DON'T trivialise abuse
- DON'T allow bullying
- DON'T engage in inappropriate behaviour or contact e.g. play fights, insults, obscene gestures
- DON'T make threats or suggestive or offensive remarks to a young person, even in fun

- DON'T let allegations, suspicions, or concerns about abuse go unreported
- DON'T believe 'it'll never happen to me'

Children should not be conveyed in teacher's private cars without the prior consent of the Headteacher. In the event that this consent is given, the child should be seated in the back of the car and wherever possible ensure that there is at least one other person in the car.

Safer Recruitment

The AIG HR Department make UK DBS checks, as well as police vetting checks in St Helena and other jurisdictions as appropriate on all staff in school in order to ensure that we recruit and select safe staff. The Headteacher maintains a Single Central Record of recruitment and vetting checks. We follow as closely as possible the requirements set out in Part 3 of DfE guidance "Keeping Children Safe in Education" (2014) with regard to recruitment of staff and volunteers. All members of staff and volunteers must have a current DBS clearance or an equivalent vetting check before working at Two Boats School. <http://www.ascension-island.gov.ac/wp-content/uploads/2015/04/AIG-Policy-on-Criminal-Records-Checks-for-Volunteers-Working-with-Children-adopted-23-March-2015.pdf>

Procedures to follow if an allegation is made against a member of staff

Teachers and staff are placed in a responsible and vulnerable position and have a right to expect any allegations against them to be investigated professionally and impartially. There may be occasions where allegations are made against a member of staff.

These procedures should be applied when there is an allegation or concern that a person has:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child;
- Behaved towards a child or children in a way that indicates they are unsuitable to work with children.

These behaviours should be considered within the context of the four categories of abuse (i.e. physical, sexual and emotional abuse and neglect).

In all cases where there is reason to suspect a member of staff may have abused a child or young person, the details of the suspicions should be immediately reported to the designated person and the Headteacher who should then contact the Police Inspector and Consultant Social Worker. Following their discussion and advice from the Administrator and Consultant Local Authority Designated Officer, a joint decision is taken as to the next appropriate course of action.

Where the Headteacher or designated person is the alleged abuser, the referrer should contact the Administrator and Police Inspector directly who will take advice from the Social Worker and Consultant LADO.

The school recognises its obligation to refer to the DBS, St Helena Police or equivalent agency in their country of origin within one month of leaving anyone who

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has harmed, or poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence relevant to child protection, and who has been removed from working (paid or unpaid) in regulated activities, or would have been removed if they had not left.

Reviewed: March 2018

Next review: March 2019

Appendix: Procedures to follow if a member of staff is concerned about the welfare or safety of a child.

