

Tettenhall College Safeguarding

This document brings together the school's Policies to safeguard and promote the welfare of children. It includes the school policies on;

- Bullying
- Child Protection
- Safer Recruitment
- Pastoral Care

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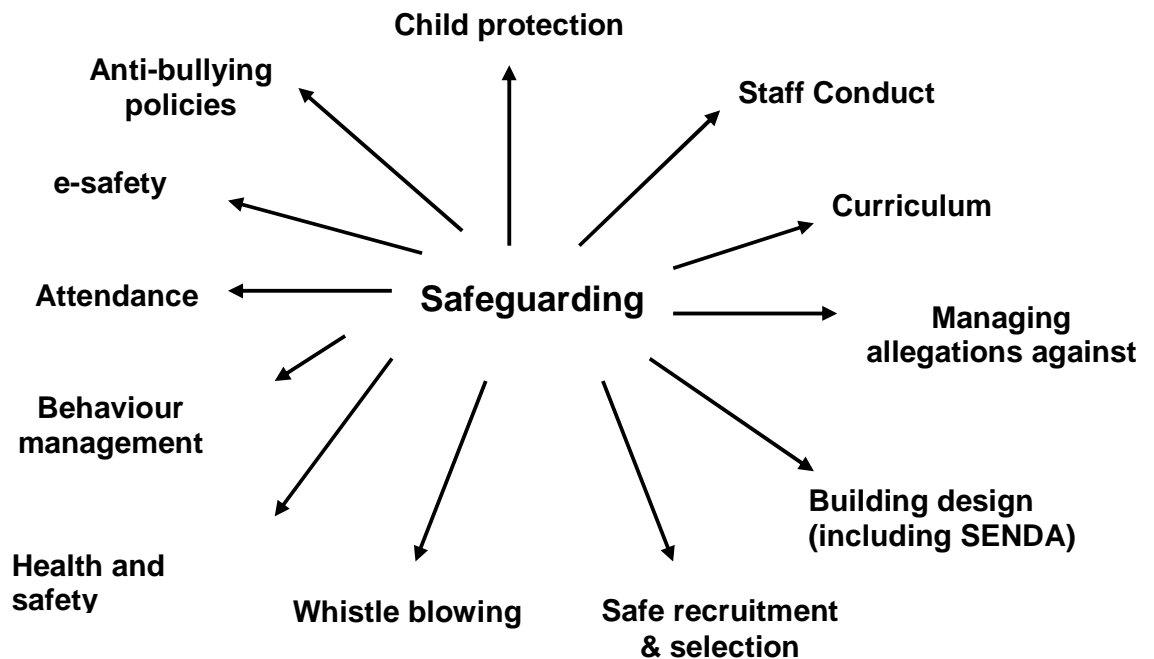
SAFEGUARDING AT TETTENHALL COLLEGE

Tettenhall College is committed to Safeguarding and Promoting the Welfare of all of its pupils. Each pupil's welfare is of paramount importance. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, their behaviour may at times be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our pupils. This policy applies to all adults, including volunteers, working in or on behalf of the school.

'Everyone working in or for our school service shares an objective to help keep children and young people safe by contributing to:

Providing a safe environment for children and young people to learn and develop in our school setting, and

Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in our school setting'.



Safeguarding Children - A shared Objective!

It is our objective at Tettenhall 'to help keep Children and Young People safe' (Safeguarding Children and Safer Recruitment in Education, DfES page3)

Educational establishments have a statutory duty to have arrangements in place relating to safeguarding and promoting the welfare of children introduced by section 175 of the Education Act 2002.

Safeguarding and Promoting the welfare of children is defined as:

Protecting children from maltreatment
Preventing impairment of children's health or development;
Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
Undertaking that role to enable those children to have optimum life chances and to enter adulthood successfully.

With regard to the specific responsibilities of education professionals, the 2006 edition of "Working Together to Safeguard Children" stated that –

"School, (including independent schools and non-maintained special schools) and Further Education (FE) institutions should give effect to their duty to safeguard and promote the welfare of pupils by:

Creating and maintaining a safe learning environment for children and young people; and
Identifying where there are child welfare concerns and taking action to address them, in partnership with other organisations where appropriate (2.121).

Education staff have a crucial role to play in helping to identify welfare concerns, and indicators of possible abuse or neglects at an early stage. They should refer those concerns to the appropriate organization, normally LA children's social care, contributing to the assessment of a child's needs and where appropriate to on-going action to meet those needs" (2.123).

Tettenhall College has developed a clear code of practice that staff understand and agree to. The code of practice offers guidance to staff on the way they should behave when working with children.

Tettenhall College will endeavour to support all pupils through:

Ensuring the content of the curriculum includes social and emotional aspects of learning
Ensuring that child protection is included in the curriculum to help children recognize when they don't feel safe and to identify who they should tell
Promoting a positive, supportive and secure environment where pupils can develop a sense of being valued.

We recognize that children who are abused or witness violence are likely to have low self-esteem and may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. Our school may be the only stable, secure and predictable element in their lives.

Roles and responsibilities.

The Governing Body, Headmaster and Child Protection Officer/Deputy Head are responsible for ensuring that the school follows safe recruitment processes, including:

Ensuring the Head Teacher, other staff responsible for recruitment and one member of the governing body completes safer recruitment training

Ensuring the upkeep of a single central record of all staff and regular volunteers in accordance with government guidance

The designated child protection coordinator and the Headmaster will provide an annual report for the governing body detailing any changes to the policy and procedures; training undertaken by all staff and governors and other relevant issues.

All other staff and the nominated governor must be offered an appropriate level of training and must undergo refresher training every three years.

A WHOLE-SCHOOL POLICY ON BULLYING

This policy is provided to parents of boarders and is known to all parents, staff and pupils. It is also available through notices in classrooms, in the boarding houses and on the web site. Copies may also be requested from the Headmaster's Office.

The School aims to maintain a safe environment in which pupils do not identify bullying as a problem in the School. The School's policy and procedures have regard to the DfE's guidance in "Preventing and Tackling Bullying."

Bullying can be described as deliberately hurtful, threatening or frightening behaviour, whether physical or psychological, repeated over a period of time where it is difficult for those being bullied to defend themselves.

According to 'Kidscape':

- it involves aggression and unequal power relationship; and
- it results in pain and distress and is persistent.

A person is being bullied when someone else, or a group of others, sets out to make him or her miserable and unhappy. In its most serious form it can lead to psychological damage and even suicide.

Bullying is harmful behaviour over a period of time. Staff will watch out for the signs and symptoms of all forms of bullying:

- physical
- verbal
- indirect, e.g. spreading rumours or social exclusion
- misuse of mobile phones or Internet message boards and chat rooms (c.f. Section on Cyberbullying below).

Staff awareness is raised and maintained through in service training to assist them in taking action to reduce the risk of bullying at times and in places where it is most likely. There will also be reasonable consideration and appropriate adjustments made for any pupils in the School with special educational needs and disabilities, when appropriate.

The school recognises that any pupil can be bullied but certain factors that can make bullying more likely are:

- a lack of close friends in the school
- shyness
- race, culture, religion or sexual orientation (including homophobic)
- a disability or some other obvious difference in appearance or health
- gender issues(including sexual and sexist bullying)
- social background

The School does not permit any “initiation ceremonies” intended to cause pain, anxiety or humiliation.

RECOGNISING AND ACTING TO PREVENT BULLYING

Recognising the Signs of Bullying

Bullying is always wrong because of the hurt and distress it causes. In the most severe cases it can lead to physical harm, illness or absence from school.

Tettenhall College does not accept or tolerate bullying. We will do all we can to prevent it happening, and to deal with it when it does happen; recognising that both the person being bullied and the bully needs help.

Staff will suspect bullying is occurring if a pupil:

- becomes withdrawn and anxious
- shows a deterioration in his or her work
- starts to attend school erratically
- has spurious illnesses
- persistently arrives late at school
- prefers to stay with adults
- constantly seeking attention.

The College also believes that it should raise the awareness of bullying and educate all members of the School community as to how to behave towards one another in a civilised manner. Examples of such education can be found in the programme for PHSE, the content of assemblies and the enrichment programme and the day to day pastoral work by all members of staff. In Key Stage 1 and EYFS there can be the need to identify different strategies for dealing with bullying behaviour in younger children. Therefore these are provided in The Drive School’s Behaviour Management Policy.

Pupils will be involved in the positive strategies through both the school council and forms/tutor groups. Pupils, especially the Peer Mentors, will have an input into the PHSE anti-bullying programme, and will be consulted on how it could be developed.

A major part of the programme will consist of educating pupils about how to identify and manage bullying related issues, with the key aim of preventing such issues evolving in our community.

What should you do if you are being bullied or you are aware that someone else is being bullied?

Because bullying can only continue if there is a conspiracy to keep it secret, always tell someone (for example a prefect, a member of staff or your parents) if you are being bullied or if you see bullying going on. What you say will be treated seriously and sensitively.

What will happen is this:

- The person being bullied will be encouraged to talk about it with a member of the pastoral staff of his or her choice or a Peer Mentor. The incident will be recorded in writing and a log kept by the Deputy Head, or the Head of Lower School and the Head of The Drive respectively, enabling any patterns to be identified.
- The bully (or bullies) will be interviewed. In serious cases, written statements from the victim, the bully and any witnesses may be asked for. Changing the attitude and behaviour of bullies will be part of the responsibility of the positive procedures used by the school. However, the school recognises that sanctions may also have to be used against bullies.
- Ways of dealing with each individual situation will be discussed and are clearly outlined in the 'Incident Management' section later in the policy. In many cases, admonishment and counselling of the bully may be sufficient to resolve the issue and to prevent any recurrence. However, if it is appropriate, sanctions will be imposed. In extreme cases or where there have been previous warnings, offenders may be suspended or excluded from the School.
- It is the School's policy to tackle any case of bullying in partnership with parents. Therefore parents will be informed of any incident of bullying as soon as is possible.
- In all cases, there will be close monitoring of the situation afterwards for as long as is necessary to ensure that the incident can be considered to be closed.

Useful advice can be found in the DfE statutory guidance 'Preventing and Tackling Bullying' (July 2011) and can be found at S:\Handbooks and Policies\child protection and safeguarding\bullying information and advice\DfE 2011 guidance. This replaced 'Bullying – Don't Suffer in Silence – An Anti-Bullying Pack for Schools' and the most recent publication and resources 'Safe to Learn: Embedding Anti-bullying Work in Schools' located on the S: Drive (S:\Handbooks and Policies\child protection and safeguarding\bullying information and advice\safe to learn info - DCSF info valid until 2010).

CYBERBULLYING

Cyberbullying is a 'method' of bullying, rather than a 'type' of bullying. It includes bullying via text message, via instant-messenger services and social network sites, via email, and via images or videos posted on the internet or spread via mobile phone. It can take the form of any of the previously discussed types of bullying, i.e. technology can be used to bully for reasons of race, religion, sexuality, disability, etc.

Dealing with Cyberbullying Incidents

There is usually some visual evidence after cyberbullying has taken place. Pupils should be encouraged to pass this on to a member of staff or their parents. In some cases, it will be necessary to contact mobile phone companies, Internet service providers or social networking sites.

The following advice should be given to those experiencing cyberbullying:

- ✓ Do not retaliate or reply.
- ✓ Block or remove offenders from buddy lists.
- ✓ Review the information you are giving out.
- ✓ Make sure you tell an adult.
- ✓ Try to keep calm and do not let the bully see a reaction.
- ✓ Keep any evidence you have, for example text messages or print web pages.

If the person responsible for the bullying is identified, sanctions will be applied under the school's behaviour policy. In addition, the following sanctions might be implemented, depending upon the nature and severity of the bullying:

- ✓ confiscating equipment such as mobile phones
- ✓ withdrawing access to the Internet for a set period of time
- ✓ limiting use of the Internet for a set period of time
- ✓ contacting the police,
- ✓ where the cyberbullying is sufficiently severe, informing external agencies such as social networking or email member sites.

Support will be provided for the victim and the bully.

This may include meeting the bully to discuss what has happened and agree a way forward with the victim. Both will get the necessary support which is outlined in our 'Incident Management' section below. It is important that all children and staff recognise that when an incident of 'cyberbullying' takes place it is dealt with swiftly. Parents should be told, in the early stages of any bullying, what actions have been taken to remedy it and written records made.

Use of Mobile Phones in School by Children

All mobile phones brought to school must be clearly labelled with the child's name and kept in their allocated locker. It should be expressly understood and agreed that under no circumstances should the mobile phone be used during the school day, including for taking photographs. The school retains the right to confiscate mobile phones for up to 48 hours if they are being used inappropriately.

Use of Mobile Phones in School by Staff and adults

Although staff and adults will bring mobile phones on to the premises, it must be understood that these should not be used for the purpose of taking photographs and they should be switched on to vibrate mode while on school premises.

All members of staff must be careful about giving out their mobile number and must not have pupil contact numbers in their own personal phone. Wherever possible, the school's mobile phone should be used for school trips and visits. However, there may be times when more than one phone is necessary. Where this is the case, a member of staff may use their personal phone but access to this should be restricted.

E-mailing and Instant Messaging

No member of staff may give a pupil their personal email address. Children and staff should never reply to unpleasant or unwanted emails or open files from people they don't know.

When writing emails or instant messages, think carefully about the content. When angry or distressed, you might send something likely to cause further anguish. Leave the computer and discuss the issue with someone else.

Bystanders; the issue of being a bystander or accessory is addressed with all children. Pupils are encouraged to respect other people on and offline and to recognise how sharing a secret and passing on numbers and passwords can cause harm and distress to others.

Being a bystander can include:

- forwarding messages
- contributing to discussions
- taking part in an online poll.

Incident management

Tettenhall College will take firm and decisive action to deal with any incident of bullying/cyberbullying which is witnessed by or reported to any member of staff.

Post incident responses for the victim:

When a member of staff receives information, either directly or indirectly, that a child may have been the victim of a bullying incident, this report will be taken seriously, investigated and written records kept.

Tettenhall College will offer a proactive, sympathetic and supportive response to children who are the victims of bullying. The exact nature of the response will be determined by the particular child's individual needs and may include:

- ✓ immediate action to stop the incident and secure the child's safety
- ✓ positive reinforcement that reporting the incident was the correct thing to do
- ✓ reassurance that the victim is not responsible for the behaviour of the bully
- ✓ strategies to prevent further incidents
- ✓ sympathy and empathy
- ✓ counselling
- ✓ befriending
- ✓ assertiveness training
- ✓ extra supervision/monitoring
- ✓ creation of a support group
- ✓ peer mediation/peer mentoring
- ✓ informing/involving parents
- ✓ adult mediation between the perpetrator and the victim (provided this does not increase the victim's vulnerability)
- ✓ arrangements to review progress

Post incident responses for the bully:

Tettenhall College takes bullying behaviour very seriously and will adopt a supportive, pragmatic, problem-solving approach to enable bullies to behave in a more acceptable way. Tettenhall College understands that certain punishment may not be appropriate in managing this problem but the positive use of sanctions can be useful in demonstrating to bullies that their behaviour is unacceptable and encourages the promotion of positive change.

The School will respond to incidents of bullying behaviour in a proportionate way – the more serious the cause for concern the more serious the response. When sanctions are felt to be necessary they will be applied consistently and fairly. The following options will be considered:

- immediate action to stop an incident of bullying in progress
- engagement with the bully to reinforce the message that their behaviour is a breach of school rules and is unacceptable
- loss of lunch/breaktime privileges
- detention
- daily/ Headmaster's report
- removal from class/group
- withholding participation in sports or out of school activity (if not essential part of curriculum)
- parents informed
- counselling/instruction in alternative ways of behaving
- adult mediation between the perpetrator and the victim (provided this is safe for the victim)
- fixed periods of exclusion
- permanent exclusion (in extreme cases which may involve violence)
- rewards/positive reinforcement for children in order to promote change and bring unacceptable behaviour under control.

Monitoring and Review of the Bullying policy

This policy is annually reviewed to ensure that it is working as effectively as possible. The whole school community is made aware of ways of reporting incidents of bullying. Bullying is reported to a member of school staff who will then report it to his or her line manager, and the appropriate action will be taken.

Conclusion

At Tettenhall College we do not accept that bullying is an inevitable part of school life. No-one should have to suffer bullying. It is up to all of us to take action when bullying happens, to us or to others.

CHILD PROTECTION POLICY

This policy is in accordance with agreed inter-agency procedure and is published on the school website. Copies may also be requested from the Headmaster's office.

Policy Statement

Everyone employed by Tettenhall College has a responsibility in relation to child protection. In most cases this will be the referral of concerns to his/her line manager. In day-to-day contact with children at risk, staff have an opportunity to note concerns and to meet with parents and other associated adults.

Increasingly, schools are expected to work with, support and sometimes lead different agencies to enable the most appropriate form of intervention to take place. This policy aims to outline the role that the school will have the procedures that staff should take and guidance on issues related to child protection generally. It is not exhaustive. All staff should use as a rule of thumb the needs and safety of the child as being at the centre of any decision they make.

It is necessary for the School to have specific guidelines for staff so that our Child Protection policy is understood and followed by all staff members. It should be pointed out that the guidelines are drawn up with the welfare of the children in mind, but also with the recognition that members of staff have legal responsibilities under the Children Act and the five outcomes of 'Every Child Matters'. Tettenhall is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Colleagues are reminded that members of staff could possibly be involved in legal action if matters of this nature are ignored or not dealt with in the appropriate matter. However, staff who report such matters in good faith will not be subject to disciplinary action if allegations are subsequently discovered to be unfounded.

The Deputy Head is the Child Protection Liaison Officer (CPLO) with the Children's Services Department (Wolverhampton Child Services Board - WCSB) /DFE, and this includes a principal responsibility within the school for Child Protection. The designated CPLO and Boarding House Line Manager, the Deputy Head, continues to attend bi-annual updates in child protection and inter agency working from national conferences and the Local Safeguarding Children Board - formally Social Services – (WCSB) annual updates and other relevant NSPCC courses. The Head, all staff, teaching and non-teaching are given some child protection training every 2-3 years; and the CPLO bi-annually outlines child protection policies and updates all part-time, voluntary and non-teaching staff. He is assisted in the Early Years aspects of child protection by the designated officer, Mrs Sarah Fisher (Head of the Drive).

The aims of this policy are:

- to raise awareness of individual responsibilities in identifying and reporting possible cases of abuse
- to provide a systematic means of monitoring, recording and reporting of concerns and cases
- to provide guidance on recognising and dealing with suspected child abuse
- to provide a framework for inter-agency communication and effective liaison

- to identify strategies and interventions available to support children at risk.

SPECIFIC GUIDELINES

Physical, emotional and sexual abuse or neglect of children does occur, and we need to be watchful for signs of such abuse. It would be easy to think that such things could not happen to children at Tettenhall College, but any school could be deluding itself as a number of institutions have recently found out to their cost.

DEFINITIONS OF CHILD ABUSE AND NEGLECT

Child abuse occurs throughout society and affects children of all ages. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. A child may be abused or neglected by parents, co-habitees, step-parents, substitute parents, siblings, relatives, friends, neighbours and strangers. A child may be abused at home, at school, in an institutional or community setting and may be subject to more than one type of abuse.

a. 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 may be described as fabricated or induced illness by carer.

b. Emotional abuse

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child 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.

c. 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 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, or encouraging children to behave in sexually inappropriate ways.

d. 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, failing 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.

PROCEDURE

Allegations against the Head, members of staff and volunteers

If an allegation of abuse is made against any member of staff or any volunteer working at the School the Head must be informed without delay. If the allegation is against the Head, the Chairman of Governors must be informed directly by the Child Protection Officer.

The Head (or Chairman of Governors) will;

- liaise with the Child Protection Officer (unless the allegation is made against the Child Protection Officer)
- establish the facts taking care not to do anything that may jeopardise an investigation by external agencies , including the Police.
- Take immediate steps to ‘safeguard’ all pupils in the School. Such steps might include suspension of the Head, member of staff (part or full time) or volunteer.
- Contact the WCSB (Head of Safeguarding Officer) within 24 hours and then in writing within 48 hours.
- If appropriate, the School’s disciplinary procedures will be invoked.
- If the Head, member of staff (full or part time) or volunteer is subsequently dismissed the ISA (Independent Safeguarding Authority PO BOX 181,Darlington,DL1 9FA - (0300 123 1111)) will be informed without delay (within one month). For EYFS, this will also include notifying OFSTED/ISI within 14 days.
- Throughout the process, the School will ensure that all effective links are developed with relevant agencies and will cooperate fully with any enquiries to ‘safeguard’ children at the School.

Signs to watch out for

These may include:

- a) bruising or markings that cannot be accounted for by a known physical injury, or participation in games, or as the result of a child’s normal activity
- b) signs of depression
- c) signs of unpredictable mood swings
- d) being withdrawn
- e) unusual seeking of attention
- f) deterioration in appearance and personal hygiene

For more extensive information see the WCSB Policy and Procedures information on the S: Drive)

What to do if you suspect a child is being abused or neglected.

If any member of staff suspects that a child is being abused or neglected, the most important point is that the matter should not be kept to oneself or dealt with purely personally:

- a) Recording should be factual, non-emotive and non-judgmental and on the relevant ‘Incident Record’ form, located on the S:Drive (S:\child protection\school policies).

N.B. An allegation of child abuse or neglect may lead to criminal investigation, so don't do anything that may jeopardise a police investigation, such as ask a child leading questions or attempting to investigate the allegations of abuse.

- b) Ensure that the child is not in need of immediate medical attention.
- c) Discuss the matter immediately with either the Deputy Head or the Headmaster. When deciding whether to make a referral, following an allegation or suspicion of abuse, the head and designated child protection officer will not make their own decision over what appear to be borderline cases, but rather the doubts and concerns will be discussed with the local authority designated officer (LADO) at WCSB. This may be done tentatively and without giving names in the first instance. What appears trivial at first can later be revealed to be much more serious, and an allegation of child abuse or neglect may lead to a criminal investigation.
- d) If, as a result of that discussion, the Headmaster and Deputy Head think the matter should be taken further, they will arrange to alert the WCSB (Head of Safeguarding Officer) within 24 hours of any meeting having occurred and then in writing within 48 hours. For our registered setting and EYFS, the Child Protection Officer will 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 the action taken in respect of these allegations as soon as is reasonable practical, but at the latest within 14 days. If any allegations were to be made against staff then the Disciplinary Procedure would be followed. If any member of staff is dismissed for a child protection incident the ISA (Independent Safeguarding Authority PO BOX 181, Darlington, DL1 9FA - (0300 123 1111)) will be informed within one month.
In the boarding houses if any allegations were to be made about a live-in house tutor or the Housemaster/mistress, then arrangements to provide alternative accommodation away from the child concerned would be made, pending any investigation of a child protection nature. The school would also ensure that all effective links are developed with relevant agencies and co-operation, as required, with their enquiries regarding child protection matters including attendance at case conferences. Boarders and their parents are informed by the school how they can contact Ofsted and the local authority designated officer (LADO) regarding any complaints concerning their welfare; this information is outlined in the complaints procedure for parents and displayed in both houses for pupils.
- e) If neither the Headmaster nor Deputy Head is willing to take the matter further, then the member of staff is perfectly entitled to contact the WCSB personally (01902 555392/552999).
- f) If, however, it is decided by all not to take the matter further, then a report must be produced indicating the nature of the original concern and the reason why it was not taken further.

How to react if you are told of abuse or neglect.

If a child tells a staff member of actual abuse or neglect:

- a) Reassure the child that he/she is doing the right thing to inform a staff member about it and he/she will be protected and helped.
- b) Do not make any unwise promises of confidentiality.
- c) Explain that in order to help you need to share the information you are being given with people who know how to help.
- d) Allow the child to lead the discussion if a disclosure is made, but do not press for details by asking questions, e.g. "what did they do next?"
- e) Take notes of the conversation. Remember the welfare of the child is of paramount importance.
- f) If a child withdraws the allegations at this point, you must still take further action.
- g) Staff members must not ignore the matter or keep the matter to themselves; they must not attempt to make a physical examination of the child or to be involved in detailed cross-examination. The child's family must not be contacted, but instead the matter must be passed on immediately to the Deputy Head Master or the Headmaster who must then inform the WCSB and for EYFS this will also include OfSTED/ISI.

Procedures for Monitoring, Recording and Reporting

The School policy is that brief notes should be kept at the time of the incident or immediately after with the subsequent completion of a critical incident sheet. Records may be used in legal proceedings and must be kept accurate and secure. All records should be copied to the designated person and should include factual information rather than assumption or interpretation. The child's own language should be used to quote rather than a translation.

Records may be used at a later date to support a referral to an external agency.

Identification of injury from abuse.

If a child has sustained an injury which might be the result of abuse by the parents/guardians etc. a staff member must:

- a) Obtain immediate medical help
- b) Not contact parents or guardians personally
- c) Inform the Deputy Head and the Headmaster who will then inform WCSB and for EYFS this will also include OfSTED/ISI.

If all are in agreement that parents should be contacted by the School, this is the responsibility of the Headmaster or the Deputy Head.

RESPONSIBILITIES

1. Designated Person

The designated person is the Deputy Head Teacher who also liaises with the designated EYFS co-ordinator. The designated person will:

- co-ordinate action within the school and liaise with social care and other agencies over cases of abuse and suspected abuse
- act as a source of advice within the school
- ensure that staff are familiar with the school policy and procedure
- make child protection referrals, recording and reporting accordingly
- liaise with agencies about individual cases
- organise training on child protection within school with the CPD co-ordinator
- ensure that appropriate strategies for recording and reporting incidents are kept within school

- provide appropriate feedback to members of staff as and when

2. The Governing Body

The governing body and proprietor will:

- be responsible for undertaking annual reviews of the procedures that apply to child protection
- be responsible for receiving and discussing updates provided by the designated person as part of the Head's report.
- will remedy any deficiencies or weaknesses in child protection arrangements without delay

3. School Staff

School staff should:

- be alert to the signs of abuse as detailed in this policy
- report any concerns immediately, where possible to the designated teacher or his/her deputy
- consult with the designated teacher if in any doubt as to how to proceed
- follow the advice given in this policy in relation to how to handle disclosures.

Partnerships with Parents

It is important that the school has an established approach to working with parents. Parents' and children's need for privacy should be respected. However, the priority is the needs of the child and effective liaison is crucial for this.

It should be recognised that families from different backgrounds and cultures will have different approaches to child-rearing. These differences should be acknowledged and respected provided they do not place the child at risk as defined later in this policy.

Where possible school staff should work with and share information with parents. Permission for liaison and information sharing with outside agencies should be sought unless it places the child at risk. In these cases it is preferable to seek advice from social care or make a child protection referral.

INTER AGENCY LIAISON

Social Care Meetings

At times school staff will be called to participate in meetings organised and chaired by social care. These might include:

- register reviews
- case conferences
- professionals' meetings in which representative professionals from different agencies are asked to meet to discuss children and their families with a view to providing support or making recommendations in terms of next stages of involvement
- core group meetings in which a “core” group of professionals associated with the family are asked to meet to review the progress of actions decided at case conferences and register reviews.

At these meetings, representatives, normally the Head or the designated CPLO, from the school should be ready to report back providing information about

- attendance and punctuality
- academic achievement
- child's behaviour and attitude
- relationships with peer group and social skills generally
- child's appearance and readiness for school
- contact with parents/carers
- any specific incidents that need reporting.

Prior to the meeting, teachers and other adults working closely with the child will be asked for their comments. Following the meeting feedback will be given and staff brought up-to-date with any actions that are needed.

CARE REGISTER AND CONFIDENTIALITY

Where children are on the child protection register and leave one school for another, the designated teacher must inform the receiving school and the key worker. If the child leaves the school with no receiving school, details should be passed to the principal education social worker (ESW).

All staff have a professional responsibility to share relevant information about the protection of children with the investigative agencies. Members of staff should not promise confidentiality but can let the child know that only those who need to know will be informed and always for the child's own sake.

Staff should be careful in subsequent discussions and ensure that information is only given to the appropriate person. All staff should be kept aware of issues relating to confidentiality and the status of information they may hold.

Members of staff, other than the designated member and those involved closely, should only have enough details in order to help them to act sensitively and appropriately to a pupil. Sensitive information regarding pastoral issues and for children on the child protection register is kept separately in a folder in the closed section of the office. Discretion should be used when talking about the personal and changing circumstances of children, e.g. when a child goes into care.

Supporting Children at Risk

For children at risk, school may be the one stable place from which they can expect security and reassurance. It is not only about being alert to potential abuse but providing the support to help children through difficult times. Providing them with the coping skills that can help avoid situations arising and deal with the emotional difficulties afterwards if they do.

The Personal Education Plan

Children who are “looked after” will have their own personal education plan (PEP). The PEP is part of the care plan. It is a record of what needs to happen in order to enable the young person to “fulfil their potential”. It should reflect other education plans such as I.E.P.s.

Support in School

All class teachers and year group leaders are responsible, in conjunction with other school staff, for the pastoral needs of the children in their care. This includes

maintaining opportunity for children to share their concerns and follow the guidance in this document. Care should always be taken in regard to the discussion of sensitive issues and advice should be sought where there are concerns.

Within the curriculum there will also be opportunities to discuss issues which some children might find sensitive. Care should be taken particularly in relation to discussion about families and their make-up. Assumptions about members of families and the presence of both parents should be avoided both in discussion and the presentation of materials. During health and safety and sex education lessons, staff should be alert to the fact that some children will have very different experiences and may find content at odds with their own experiences. Staff should make themselves familiar with the background of the children in their care in order to avoid distress.

Out of term time child protection statement for Nursery and Holiday Time.

The Nursery is open throughout the holidays in the Drive School and the staff are employed all year round to ensure consistency for our parents and their children. In the event of a child protection issue developing the staff will continue to follow the procedure in the CP policy above and contact the CPLO or the Headmaster on the private numbers provided or through the Bursar's office. However, in the event of an issue of concern arising and the designated CPLO, the Headmaster or Bursar not available, staff should initially try to contact Mrs. Sarah Fisher (Designated EYFS Child Protection co-ordinator and Head of the Drive School) or secondly Hilary Mann (Nursery Manager). In the unlikely event of any of the above not being contactable the member of staff should contact WCSB direct.

The relevant contact numbers for WCSB can be found on the notice boards in the Nursery and the Head of the Drive School's office, along with contact numbers for (CPLO) and Senior staff during the holiday period.

SAFER RECRUITMENT

“Tettenhall College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.”

The School operates safer recruitment procedures, which include CRB checks and compliance with Independent School Standards Regulations.

At Tettenhall College we make decisions of suitability using evidence from:

- references
- an application form which outlines their full employment history and qualifications
- interviews
- identity checks
- any other checks undertaken, for example medical suitability

To prevent ‘Unsuitable People Working with Children’ at the School we follow the legislative requirements for safer recruitment. There are also three processes in place to prevent unsuitable people from working with children and young persons:

- a) Pre-appointment checks and the follow up of an individual’s referees stated in any application;
- b) Criminal Records Bureau checks; and
- c) Arrangements for reporting individuals to the ISA (Independent Safeguarding Authority) on the grounds of misconduct under the Vetting and Barring scheme.

Also in any interview, one of the panel will be trained as a result of completing the relevant on-line or face to face training prescribed by the DfE and approved by The National College. It has been completed by the Headmaster, Deputy Head and Bursar.

No member of staff (teaching or non teaching) may begin employment at Tettenhall College until the Headmaster is satisfied that all the statutory procedures and checks have been carried out and a record of them has been included on the Central Register. Therefore, the check list for potential employees and accompanying evidence must be submitted to the Headmaster’s Office **at least 7 days prior** to the proposed start date.

Tettenhall College’s Policy regarding Visitors, Work Experience Placements and Safer Recruitment

1. Members of staff (teaching and non-teaching) may not invite visitors to the school without first checking with the Headmaster as to whether such a visitor requires clearance from the CRB and other statutory checks. Visitors include those offering workshops, presentations, extra-curricular activities or the like whether as individuals or as employees of a company. Contractors, those carrying out repairs or servicing equipment (who do not have unsupervised access to children) and parents who attend school events, accompany staff at other specific

school events or on one-off trips (not involving overnight stays) do not require a CRB check.

2. The Headmaster must be informed **prior** to any Supply or Agency staff being engaged so that the Agency can provide the Headmaster with documentary evidence of statutory checks. The supply teacher or agency worker must also report to the Headmaster's Office with photographic ID **before** commencing work.
3. All applications for Work Experience (Secondary School, College or Teacher Training) must be referred to the Headmaster **before** the applicant is accepted for a placement so that the Headmaster can rule on which (if any) statutory checks must be undertaken before the placement begins.
4. Staff arranging trips/visits, Duke of Edinburgh expeditions involving overnight stays must not include any adult (over 18 years of age) within the party unless that adult is an employee of the School or has undergone the statutory checks required **prior** to the trip/visit commencing.
5. Staff looking to use parents, colleagues or friends to accommodate exchange or other students for an overnight stay must inform the Headmaster **well in advance** of any such arrangement. CRB checks will be required on all the adults over 18 within the host family before the accommodation can be confirmed. Such checks can take up to 12 weeks to complete.
6. No member of staff (teaching or non teaching) may begin employment at Tettenhall College until the Headmaster is satisfied that all the statutory procedures and checks have been carried out and a record of them has been included on the Central Register. Therefore, the check list for potential employees and accompanying evidence must be submitted to the Headmaster's Office **at least 7 days prior** to the proposed start date.

It is incumbent on all employees at Tettenhall College to assist the Headmaster in ensuring that our pupils are protected and that all the statutory safeguards are in place. The School has a duty to fulfil its responsibilities in this regard completely and to comply with all the regulatory requirements. This policy is designed to raise awareness amongst all the staff at Tettenhall College of the safeguards needed and thereby to secure a culture of safe practice in all matters concerning staff recruitment and visitors who come in to contact with pupils in the school. All staff must therefore adhere closely to these instructions. Wilful disregard of these regulations will lead to disciplinary action.

PASTORAL CARE

Tettenhall prides itself on being a caring community. Together we live and work in a happy and well-disciplined environment. We aim to ensure that the five outcomes of 'Every Child Matters' are achieved: being healthy; staying safe; enjoying and achieving through learning; making a positive contribution to society and achieving economic well being. Within our community we aim to 'safeguard and promote' the welfare of each individual. Safeguarding is therefore:

'The process of protecting children from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables children to have optimum life chances and enter adulthood successfully.' DfE (previously DCSF) (2008)

Occasionally, individual members of the community experience difficulties with personal matters. This explains what to do if you feel concerned about something at school.

We can all have worries, problems and difficulties from time to time, which could be major or minor and which may affect either an individual or a group. They might cause anxiety or prompt complaint.

Matters can usually be dealt with by talking to your friends, your parents, or a member of the teaching staff with whom you feel you can talk.

Your Form Teacher, Head of Year, Deputy Head, Heads of Lower School and the Drive as well as the Headmaster are also available.

You may contact other people who are not on the school staff; the Child Protection Office at the Wolverhampton, (01902 555392 or 552999) or WCSB (Head of Safeguarding – 01902 555288/555890 (Early Years)), OfSTED on 08456 404040, the School Medical Officers - Dr Bright (01902 751032) or Dr Williams (01902 339296) or Childline (0800 1111).

Some problems are best dealt with by individual contact with one person, but others may need to be dealt with by several people. Your choice of whom to speak to will depend on circumstances and your feelings at the time. You do not have to tell anyone else what you are doing.

There are many problems and situations, which may upset you. No lists can ever be appropriate for all individuals at all times, but you may not be able to manage alone in the following situations:-

- You feel you are unable to cope as a result of problems with work or for social reasons (e.g. pressure or difficulties with friendships).
- You feel you are being discriminated against on grounds of race, religion, or for any other reason.
- Someone has hurt, abused or harassed you or has made suggestions - sexual or otherwise - that you feel are inappropriate.
- You feel you have been treated unreasonably by a member of staff.
- You are being bullied or treated unkindly or unfairly by another pupil.

The School's pastoral system should support you through your time at Tettenhall College. Under some circumstances you may wish to make a formal complaint in writing, especially if an informal complaint has not been satisfactorily resolved. Whether you deal alone with a problem, seek advice or help in sorting it out informally or decide that a formal complaint is appropriate is a matter for you to decide.

CONTACT DETAILS:

**The Secretary of State
Department for Education (DfE)
School Admissions Team
Sanctuary Buildings
Great Smith Street
London
SW1P 3BT**

**OFSTED
Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD**

**Independent Schools Inspectorate
1st Floor, CAP House
9-12 Long Lane
London
EC1 9HA**

**Wolverhampton City Council
Duty and Assessment Team
Civic Centre
St. Peter's Square
Wolverhampton
WV10 0HR**

(01902) 555392/552999