

Child Protection



Service Children's Education

F B I S I A

‘Flying High’
Working together to build a successful future for all

Our multicultural school values and promotes a happy, safe and caring environment that is committed to helping all children experience success, whatever their background or abilities, and to ensure they achieve the highest standards in all they set out to do. The health, safety and wellbeing of every child is our paramount concern.

Hornbill School recognises its responsibilities for safeguarding children and protecting them from harm.

This Child Protection Policy will be reviewed by the School Governance Committee

Date of last review: March 2014

Date of next review: March 2015

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1 SCHOOL COMMITMENT

Our policy applies to all staff, governors and volunteers working in the school.

All parents/carers are made aware of the school's responsibilities with regard to child protection procedures and how we will safeguard and promote the welfare of their children through the publication of the school's safeguarding and child protection policy.

The school has duties and responsibilities under the Education Act 2002, HM Guidance Safeguarding Children and Safer Recruitment in Education 2007 and Working Together to Safeguard Children 2013. The duties and responsibilities laid out in these documents are incorporated in this policy.

2 THE POLICY

This policy is based on:

- The Children's Acts 1989 and 2004
- Child Protection Procedures agreed by SCE
- *Working together to Safeguard Children – A guide to inter-agency working to safeguard and promote the welfare of children (DfE 2013)*
- *The Governments guidance for schools on how to meet their statutory duty: Safeguarding Children and Safer Recruitment in Education 2007 (DfES, 2006).*

3 INTRODUCTION

There are five main elements to our policy:

1. Establishing a safe environment in which children can learn and develop.
2. Developing and then implementing procedures for identifying and reporting cases or suspected cases of abuse.
3. Supporting pupils who have been abused in accordance with his/her child protection plan.
4. Ensuring we practice safe recruitment of staff and volunteers to work with children.
5. Raising awareness of safeguarding children, child protection and equipping children with the skills needed to keep them safe.

3.1 To provide a safe learning environment the school will:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Ensure that every effort is made to establish effective working relationships with parents and colleagues from other agencies.
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.
- Take all reasonable measures to ensure risks of harm to children's welfare are minimised.

- Take all appropriate actions to address concerns about the welfare of a child, working to local policies and procedures in full working partnership with agencies.
- Ensure robust child protection arrangements are in place and embedded in the daily life and practice of the school.
- Promote pupil health and safety.
- Promote safe practice and challenge unsafe practice.
- Ensure that procedures are in place to deal with allegations of abuse against staff and volunteers.
- Put in place and promote robust anti-bullying (including cyber bullying) strategies.
- Provide first aid and meet the health needs of children with medical conditions.
- Ensure school site security.
- Everyone having a duty to safeguard children inside/outside the school environment including school trips and extended schools activities.

3.2 We will follow these procedures and take account of guidance issued by the DfE and SCE to:

- Ensure we have a designated senior and deputy person for child protection who has received appropriate training and support for this role.
- Ensure we have a nominated governor responsible for child protection.
- Ensure every member of staff (including temporary and supply staff and volunteers) and the governing body knows the name of the designated senior person responsible for child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
- Notify SSAFA Social Work and Personal Support Service (SSAFA) if there is an unexplained absence of more than two days of a pupil who is subject to a child protection plan.
- Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at child protection conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately; documenting and collating information on individual children to support early identification, referral and actions to safeguard.
- Ensure all records are kept securely; separate from the main pupil file, and in locked locations.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer (*SCE Guidance Dealing with Allegations Against Staff 2010*).
- Ensure safe recruitment practices are always followed (*Hornbill School Safer Recruitment Policy and Practice Guidance 2013*).
- Apply confidentiality appropriately.

3.3 Supporting Children

We recognise that children who are abused or who witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- The content of the curriculum.
- A school ethos and values based provision which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as SSAFA, SCE Education Psychology Service, British Forces Health Service etc.
- Ensuring that, where a pupil leaves and is subject to a child protection plan or where there have been wider safeguarding concerns, their information is transferred to the new school immediately and that the child's social worker is informed.

3.4 Safe Staff and Supporting Staff

- Safer recruitment processes will be followed in accordance with '*Safeguarding Children and Safer Recruitment in Education 2007*', Ministry of Defence and Service Children's Education guidelines and Hornbill School's own safer recruitment practice guidance.
- Police and social work checks as well as references are an essential part of this process.
- Staff will have access to advice on the boundaries of appropriate behaviour. The Guidance for Safer Working Practices for Adults who work with Children and Young People (DFCS 2009). This should assist in limiting complaints against staff of abuse of trust and/or allegations.
- In the event of any complaint or allegation against a member of staff, the headteacher (or the Deputy Designated Person) if the headteacher is not present, should be notified immediately. If it relates to the headteacher, the chair of governors should be informed.
- Staff may find some of the issues relating to child protection upsetting and may need support which will be provided.

3.5 Links to other Safeguarding policies

This should be read alongside and in conjunction with other policies regarding the safety and welfare of children. These together make up the Hornbill School safeguarding portfolio.

- *BFB Commanders Child Protection Policy*
- *Working together to Safeguard Children – A guide to inter-agency working to safeguard and promote the welfare of children (DfE 2013)*
- *Safeguarding Pupils Safe Recruitment Practice Guidance Notes*
- *Behaviour (and anti-bullying) Policy*
- *Attendance Policy*
- *Whistle blowing Policy*
- *ICT E-Safety Policy*
- *Drug Education Policy*
- *Relationship and Changes Policy*
- *Special Educational and Additional Needs Policy*
- *Health & Safety Policy*
- *Equal Opportunities Policy*
- *Confidentiality Policy*
- *Parental Partnership Policy*

- *SCE Guidance on Record Keeping & Management of Child Protection Information – including guidance on consent (SCE 2011)*
- *SCE – Procedure for dealing with allegations against staff*
- *SCE Restrictive Physical Intervention Policy*
- *SCE Exclusion Policy*
- *SCE – Intimate Care Policy*
- *Safer Working Practices for Adults who work with Children and Young People*

4. ROLES AND RESPONSIBILITIES

4.1 Senior Designated Person for Child Protection:

Mrs. Kathy Wood MBE MEd, Headteacher, is the Senior Designated Person (SDP).

Mr. Craig Gill and Mr. Rajesh Thapa share the role of Deputy Designated Person (DDP). They will provide additional support to ensure the responsibilities for child protection and safeguarding children are fully embedded within the school ethos. This entails supporting the SDP in dealing with referrals, attending Child Protection Conferences and supporting the child/children. In the absence of the Headteacher Mr. Gill will take on the role of SDP.

In the absence of the SDP and Mr. Gill, Mr. Rajesh Thapa will take on the role of SDP.

We acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils. Our SDP will ensure there is a structured procedure within the school, which will be followed by all of the members of the school community in cases of suspected abuse (see chapter 5).

The SDP is responsible for the following:

4.1.1 Referrals, Tracking and Monitoring

The SDP will:

- Refer cases of suspected abuse or allegations to SSAFA.
- Act as a source of support, advice and expertise within the educational establishment when deciding whether to make a referral by liaising with relevant agencies.
- The SDP will ensure there is always cover for this role.
- Keep written records of concerns about a child even if there is no need to make an immediate referral.
- Ensure that all such records are kept confidentially and securely and are separate from pupil records, and are passed on to the child's next school or college.
- Ensure that an indication of the existence of the additional concern file is marked on the pupil records.
- Ensure that any pupil currently with a child protection plan who is absent in the educational setting without explanation for two days is referred to their SSAFA social worker.
- Maintain an overview of all children about whom there are concerns, i.e. who are subject to a child protection plan or there is a concerns file.
-

4.1.2 Training

The SDP will attend training in order to:

- Have a working knowledge of the conduct of a child protection conference and be able to attend and contribute to these effectively when required to do so.
- Recognise how to identify signs of abuse and when it is appropriate to make a referral.
- Ensure each member of staff has access to and understands this policy especially new or part-time staff.
- Ensure all staff receive induction training covering child protection and are able to recognise and report any concerns immediately they arise.
- Be able to keep detailed, accurate and secure written records of referrals/concerns.
- Be proactive in identifying suitable training courses that would develop and enhance their knowledge and attend any relevant or refresher training courses.

4.1.3 Raising Awareness

The SDP will:

- Ensure the school's safeguarding and child protection policy is updated and reviewed annually, and work with the governing body regarding this.
- Contribute to any development work within the school.
- Ensure parents have access to copies of the safeguarding and child protection policy which alerts them to the fact that referrals may be made and the role of Hornbill School in this to avoid conflict later.
- Ensure when children leave the school, that their child concern file is discussed with the Senior Designated Person at the new school, as soon as possible and make sure that the concern file is transferred separately from the main pupil file. This file will document all concerns as well as child protection and safeguarding concerns.

4.2 Headteacher:

Mrs. Wood in her role as Headteacher will ensure that:

- The policies and procedures adopted by the governing body are fully implemented, and followed by all staff.
- Sufficient resources and time are allocated to enable staff to carry out their responsibilities, including taking part in strategy discussions and inter-agency meetings, and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.
- All staff are given the time to attend safeguarding training.

4.3 Our governing body:

The School Governance Committee is responsible for ensuring that safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day to day safeguarding practices by:

- Ensuring that the school has effective policies and procedures in place in accordance with this policy.
- Ensuring there is an individual member of the governing body to champion child protection issues within the school, liaise with the Headteacher about them.
- Ensuring that the governing body is collectively responsible for the school's safeguarding arrangements. Ensuring that the Headteacher, and all other staff who work with children, undertake training which is kept up-to-date by refresher training at three yearly intervals.
- Ensuring the temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities.

4.4 All Staff

- Ensure that they have read and understood the school's safeguarding policies.
- Be committed to safeguarding children and promoting their welfare. This includes commitment to the recruitment process and safeguarding checks.
- Ensure that all members of staff and volunteers who are in school on the basis of a line managers certificate comply with the requirement of supervised access to children.
- To have a clear understanding of what to do when concerned about a child.
- Undertake all applicable levels of safeguarding training and keep up-to-date.

5 CHILD PROTECTION PROCEDURES

5.1 Recognise Abuse

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect. Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

5.1.1 Physical abuse

Physical abuse is a form of abuse which 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 fabricates the symptoms of, or deliberately induces, illness in a child. (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

5.1.2 Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

5.1.2 Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

5.1.3 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. Neglect may occur during

pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers);
- or ensure access to appropriate medical care or treatment. It may also include neglect of or unresponsiveness to, a child's basic emotional needs.

Definitions taken from Working Together to Safeguard Children (HM Government, 2013).

5.1.4 Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's wellbeing.

All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our bullying procedures (Hornbill School - Behaviour (and anti-bullying) Policy 2013).

All pupils and parents receive a copy of the procedures on joining the school and the subject of bullying is addressed at regular intervals in PSHE education. If the bullying is particularly serious, or the bullying procedures are deemed to be ineffective, the headteacher and the DSP will consider implementing child protection procedures.

5.2 Indicators of abuse

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated senior person.

It is the responsibility of all staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

A child who is being abused or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful

- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSP to decide how to proceed.

5.3 Impact of abuse

The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

5.4 Taking action

Key points for staff to remember for taking action are:

- report your concern to the DSP immediately or certainly by the end of the school day
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- complete a record of concern
- seek support for yourself if you are distressed.

If you are still concerned after reporting to the SDP that the child you are concerned about is not appropriately safeguarded, then you should refer directly to SSAFA.

5.5 If you are concerned about a pupil's welfare

If your concern is of a more general nature, record your concern on a *chronology of events* form. This form will be held on the child's main school file. You should consider the following options:

- Discuss your concern with your phase leader.
- Share your concerns with parents – checking information.

You should alert the SDP should the number of concerns rise or, in your professional judgment, become significant.

There will be occasions when staff may suspect that a pupil may be at risk, but have no ‘real’ evidence. The pupil’s behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical but inconclusive signs may have been noticed. In these circumstances, staff will try to give the pupil the opportunity to talk. The signs they have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill. It is fine for staff to ask the pupil if they are OK or if they can help in any way.

Staff should use the *report of concern* form to record these early concerns.

If the pupil does begin to reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the pupil, if the member of staff remains concerned, they should discuss their concerns with the SDP.

5.6 If a pupil discloses to you

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, the staff member will need to let the pupil know that they must pass the information on – staff are not allowed to keep secrets. The point at which they tell the pupil this is a matter for professional judgement. If they jump in immediately the pupil may think that they do not want to listen, if left until the very end of the conversation, the pupil may feel that they have been misled into revealing more than they would have otherwise.

During their conversations with the pupils staff will:

- Allow them to speak freely;
- remain calm and not overreact – the pupil may stop talking if they feel they are upsetting their listener;
- give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’
- not be afraid of silences – staff must remember how hard this must be for the pupil.
- Any questions you ask should be based around TED (tell, explain, describe).
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the pupil’s mother think about all this.
- At an appropriate time tell the pupil that in order to help them, the member of staff must pass the information on.
- Not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.
- Avoid admonishing the child for not disclosing earlier. Saying things such as ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ maybe the staff member’s way of being supportive but may be interpreted by the child to mean that they have done something wrong.
- Tell the pupil what will happen next. Let them know that someone will come to see them before the end of the day.
- Report verbally to the SDP.

- Write up their conversation as soon as possible on the record of concern form and hand it to the SDP.
- Seek support if they feel distressed.

5.7 Notifying parents

Hornbill School will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the SDP will make contact with the parent in the event of a concern, suspicion or disclosure. However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from SSAFA.

Fear of jeopardising a hard won relationship with parents because of a need to refer is **not** sufficient justification for not telling them that you need to refer. To the contrary, this lack of openness will do little to foster ongoing trust, particularly as the source of referrals will be disclosed to parents except in a limited number of circumstances. If you feel that your own or another adult's immediate safety would be placed at risk by informing parents then you should seek advice and/or make this clear on the referral form and in any telephone contact with SSAFA.

5.8 Referral to SSAFA

5.8.1 What should the SDP consider?

- Can the level of identified need be met by working with the child, parents and colleagues?
- Are the circumstances such that a referral needs to be made to SSAFA requesting the input of social services.
- If I am not going to refer, then what action am I going to take? (e.g. time limited monitoring of the situation, discussion with parents or other professionals etc.)
- The DSP must consider the issue of informing the parents.

5.8.2 Feedback to staff who report concerns to the SDP

Rules of confidentiality dictate that it may not always be possible or appropriate for the SDP to feedback to staff who report concerns to them. Such information will be shared on a 'need to know' basis only and the SDP will decide which information needs to be shared, when and with whom. The primary purpose of confidentiality in this context is to safeguard and promote the child's welfare.

5.9 Contact details for SSAFA

**SSAFA Social Work and Personal Support Service,
Tuker Lines,
HQ Brunei Garrison.**

Mr. Neil Whatley
Senior Social Work Practitioner 1

Telephone Mil: 3224101 ext. 3717
Civilian direct line: 3220172
Mobile: 7177995
Fax: 3227804
Email: neil.w@ssafa.org.uk

Mrs. Angela Whatley

Telephone Mil: 3224101 ext. 3285

Senior Social Work Practitioner 2

Civilian direct line: 3220172

Mobile: 8724023

Fax: 3227804

Email:

angie.w@ssafa.org.uk

5.10 Children of contractors and local citizens

Children of parents who are not part of British Forces Brunei Garrison (non-entitled fee-payers) are subject to local Bruneian law.

Any child protection issues arising in respect of a child of non-entitled fee-payers should be referred to the police department in Seria. The police will contact the *Domestic Violence/Women and Child Abuse Investigation unit DHQ Panaga*. This unit consists of police officers specially trained for dealing with child protection issues. They work together with paediatricians and social workers and have the power to remove children from home if they are in danger to be significantly harmed by their parents or carers.

Seria Police:

00673 - 322612

5.11 Children with sexually harmful behaviour

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying procedures where necessary. However, there will be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures.

The management of children and young people with sexually harmful behaviour is complex. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff who become concerned about a pupil's sexual behaviour should speak to the SDP as soon as possible.

5.12 Confidentiality and sharing information

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the SDP, Headteacher or chair of governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Child protection information will be stored and handled in line with our *Data Protection Policy* and *SCE guidance on Record Keeping & Management of Child Protection Information*.

5.13 Reporting directly to SSAFA

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with SSAFA or the Military Police if:

- The situation is an emergency and
- the SDP, their deputies and the chair of governors are all unavailable;
- they are convinced that a direct report is the only way to ensure the pupil's safety.

6 RECORDS AND MONITORING

Any concerns about a child will be recorded in writing within 24 hours. All records will provide a factual and evidence based account and there will be accurate recording of any actions. Records will be signed and dated.

When making notes or records it may not be possible to know who will eventually have access to it or when. It may be consulted months or even years after it was written. Always bear in mind that someone who is a complete stranger to you and Hornbill School may need to read your record at some stage in the future.

It is important to appreciate that files may be taken for the purpose of external scrutiny for example for a serious case review or for audit.

Equally, it is important to appreciate that messages from research into serious case reviews identified that there were often significant concerns about the quality of records in schools and also the failure to pass on information when children and young people left.

Staff will record any minor concerns on the chronology and will take responsibility for alerting the senior designated person should the number of concerns rise or, in their professional judgment, become significant.

Safeguarding, child protection and welfare concerns will be recorded on *report of concern* forms (see Annex 2). The SDP will decide whether a 'concern file' in respect of the pupil will be commenced.

The concern file (formerly referred to as a child protection file), will be securely stored away from the main pupil file. The main pupil file should have a Hornbill School address stamp in the top right hand corner to denote a separate file exists.

The term 'concern' file is used instead of 'child protection' file in order to be clear that we do not just record child protection issues in the narrow sense of the word, i.e. that the child is subject to a child protection plan. Research indicates that it is invariably children who are not necessarily formally subject to a child protection plan, who are killed or seriously harmed and therefore to rely on child protection processes is not a sufficient safeguard.

A 'concern' file should be commenced in the event of:

- A referral to SSAFA.
- A number of minor concerns on the child's main school file.

- Any child open to SSAFA.

It is suggested that within a child's 'concern' file that there is a:

- Front sheet;
- Chronology;
- Record of concern;
- Incident action form;

The school will keep written records of concerns about children even where there is no need to refer the matter to SSAFA immediately. These records will be kept within the separate concern file.

The SDP will ensure that records are kept up to date and reviewed regularly to evidence and support actions taken by staff. Ideally, logs of incidents should be typed. Original notes will be retained (but clearly identified as such) as this is a contemporaneous account and are important if there are any criminal proceedings arising from current or historical allegations of abuse or neglect.

Timely and accurate recording will take place when there are any issues regarding a child. A recording of each and every episode/incident/concern/activity regarding that child, including telephone calls to other professionals, needs to be recorded on a chronology and kept within the confidential file for that child. This will include any contact from other agencies who may wish to discuss concerns relating to a child. Actions will be agreed and roles and responsibility of each agency will be clarified and outcomes recorded. The chronology will be brief and log activity, the full recording will be on a record of concern.

All notes and reports must contain the following:

- Date of the incident
- Date and time of the record being made
- Name and date of birth of the child(ren)concerned
- A factual account of what happened and the location where the incident took place (including the actual words spoken by the child where possible)
- A note of any other people involved e.g. as witnesses
- Action taken and any future plans e.g. monitor and review
- Any other agencies informed
- Printed name of the person making the record
- Job title of the person making the record
- Signature

(Please refer to SCE – Guidance – Record Keeping – Child Protection for further information)

The Senior Designated Person will ensure a systematic means of monitoring children known or thought to be at risk of harm (through the concern file and through an ongoing dialogue with relevant staff), and will ensure that we contribute to assessments of need and support multi-agency plans for those children. The concern file can be active or non-active when concerns no longer exist. This level of activity will be recorded on the front sheet as a start

and end date. If future concerns then arise it can become active again and indicated as such on the front sheet and through the use of the chronology.

If the child moves to another school, the concern file must be sent, as part of the admission/transition arrangements, to the Senior Designated Person at the new establishment/school. There will be a timely liaison between the two Senior Designated Persons in order to ensure a smooth and safe transition for the child.

Only information which has originated at the school will be transferred. Third party information such as health assessments or social work reports should only be transferred by the authors of the information.

(Please refer to SCE – Guidance – Record Keeping – Child Protection for further information)

7 USE OF MOBILE PHONES AND CAMERAS

Children have their photographs taken to provide evidence of their achievements for developmental records and also in relation to school events.

Staff, visitors, volunteers and students are not permitted to use their own mobile phones to take or record any images of children for their own records under any circumstances.

7.1 Procedures

Under the Data Protection Act 1998, the school seeks parental consent to take photographs and use video recorders. Photographs will be stored on the school network which is password protected. Photographs are archived and removed when the cohort leaves school. Under exceptional circumstances and with permission from the Headteacher a senior member of staff may store a small number of photographs for longer, e.g. if a photograph is used for promotional purposes.

The schools digital cameras and memory cards must not leave the school setting unless on an official school trip. Photos are printed/uploaded in the setting by staff and once done images are then immediately removed from the cameras memory.

Photographs may be taken in any learning environment. Photographs are stored in the relevant class folders or subject folders in the curriculum network. Photographs may be:

- Displayed within school
- If appropriate shared with parents
- Used for records of achievement or FS profiles
- Used for promoting school activities/achievements on the school website/Newspaper (however, permission forms must be checked to ensure that parental permission was granted on the consent form before any photo is published in the public domain)

On occasions school may commission the filming or photographing of school events (e.g. Summer Production, Nativity, Sports Day, themed days). A nominated member of staff can

be asked to take photographs and provide these to parents e.g. Residential trips, class trips etc.

Parents are permitted to take photographs at school events, but only of their own child. Arrangements are made so that they can photograph their child at the end of a performance/event on their own, unless the parents of the other children are present and give their permission for their child to be included.

Cameras and mobile phones are prohibited in all toilet and changing areas.

If children bring cameras, mobile phones, tablets etc to school, they must be handed in to the office at the start of the day and collected at the end of the day.

Staff are not permitted to keep their mobile phone with them. Phones may be checked for missed calls and messages at breaks and lunchtime.

In certain circumstances, members of staff may be given permission by the Headteacher to use their mobile phone in connection with their work in school, (e.g. when on duties by the swimming pool, the sports field or on the playground). **No** photographs may be taken on personal mobiles/tablets.

8. IF YOU HAVE CONCERNS ABOUT A COLLEAGUE

Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The school's whistle blowing policy enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place. All concerns of poor practice or possible child abuse by colleagues should be reported to the headteacher. Complaints about the headteacher should be reported to the chair of governors.

9. STAFF WHO ARE THE SUBJECT OF AN ALLEGATION

When an allegation is made against a member of staff, *SCE Procedure for dealing with allegations against staff (issued July 2010)* must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events can and do happen. A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to pupils and we must act on every allegation. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, not is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

Allegations against staff should be reported to the Headteacher. Allegations against the headteacher should be reported to the chair of governors.

Parents/carers of children need to be informed by the school that it is prohibited to report or publish allegations against teachers (e.g. on Facebook).

The full procedures for dealing with allegations against staff can be found in *Safeguarding Children and Safer Recruitment in Education* (pp57-67).

10 STAFF TRAINING

It is important that all staff have training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern. New staff will receive training during their induction. All staff, including the Headteacher (unless the Headteacher is the SDP) will receive training that is updated at least every three years and the SDP will receive training updates at least every two years, including training in inter-agency procedures.

11 SAFER RECRUITMENT

Hornbill School endeavours to ensure that we do our utmost to employ 'safe' staff by following the guidance in *Safeguarding Children and Safer Recruitment in Education* together with SCE and Hornbill School procedures.

All applicants will:

- complete an application form
- provide two referees, including at least one who can comment on the applicant's suitability to work with children
- provide evidence of identity and qualifications
- be checked through the Disclosure & Barring Service and, if applicable other Authorities
- be interviewed

All new members of staff will undergo an induction that includes familiarisation with the school's child protection policy and identification of their child protection training needs.

All staff sign to confirm they have received induction training and read the following safeguarding policies:

- Child Protection
- Safeguarding
- Behaviour (and anti-bullying)
- Whistle blowing
- Safer Working Practices for Adults who work with Children and Young People
- SCE – Intimate Care Policy (for staff working in Foundation Stage)
- Equal Opportunities
- Confidentiality
- Restrictive Physical Intervention

Teaching staff, assistant Headteacher and senior school leaders are expected to also read the following safeguarding policies:

- Attendance
- ICT and E-safety
- Drug Education
- Relationship and changes
- Special Educational and Additional Needs
- Health and Safety

Assistant Headteacher and senior school leaders are expected to also read the following safeguarding policies:

- BFB Commanders Child Protection Policy
- Working together to Safeguard children – A guide to inter-agency working to safeguard and promote the welfare of children
- Safeguarding Pupils Safe Recruitment Practice Guidance Notes
- SCE guidance on record keeping and management of child protection information, including guidance on consent
- SCE exclusion policy

12 EXTENDED SCHOOL ARRANGEMENTS

Where extended school activities are provided by and managed by the school, our own child protection policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.

13 E-SAFETY

All of our pupils will use computers at some time. They are a source of fun, entertainment, communication and education. However, we know that some men, women and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. The school's e-safety policy explains how we try to keep pupils safe in school. Cyber-bullying by pupils, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

Chatrooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are not allowed to access these sites in school. Some pupils will undoubtedly be 'chatting' on social networking sites at home and we have produced an ICT code of conduct, which children and their parents sign. Each year group has their own code of conduct (adapted to the ages of the children). These documents are updated every year. Furthermore we offer information on e-safety to our parents through regular *Family Learning Programmes*.

Annex 1



Hornbill School, British Forces Brunei
Safeguarding CHRONOLOGY

<u>Pupil Name:</u>		<u>Date of birth:</u>	<u>Class/Year:</u>
Date and Time	Chronology of Events		Signature

Page No.:

Annex 2



Hornbill School, British Forces Brunei
Report of Concern Form

<u>Pupil's Name</u>	<u>Date of Birth</u>	<u>Date and time of the record being made</u>
<u>Concern</u>		
<u>Action Taken</u>	<u>Follow-up</u>	
<u>Name and job title of reporting adult:</u>	<u>Signature:</u>	

Annex 3



**Hornbill School, British Forces Brunei
Incident Action Form**

To be completed by Senior Designated Person or, in the absence of the SDP, the person acting as SDP

<u>Pupil's Name</u>	<u>Date of Birth</u>	<u>Date and time incident form was received</u>
<u>Details of discussion with staff member completing report of concern form</u>		
<u>Assessment</u>		
<u>Action taken</u>		
<u>Outcome</u>		
<u>Name and job title</u>	<u>Signature</u>	

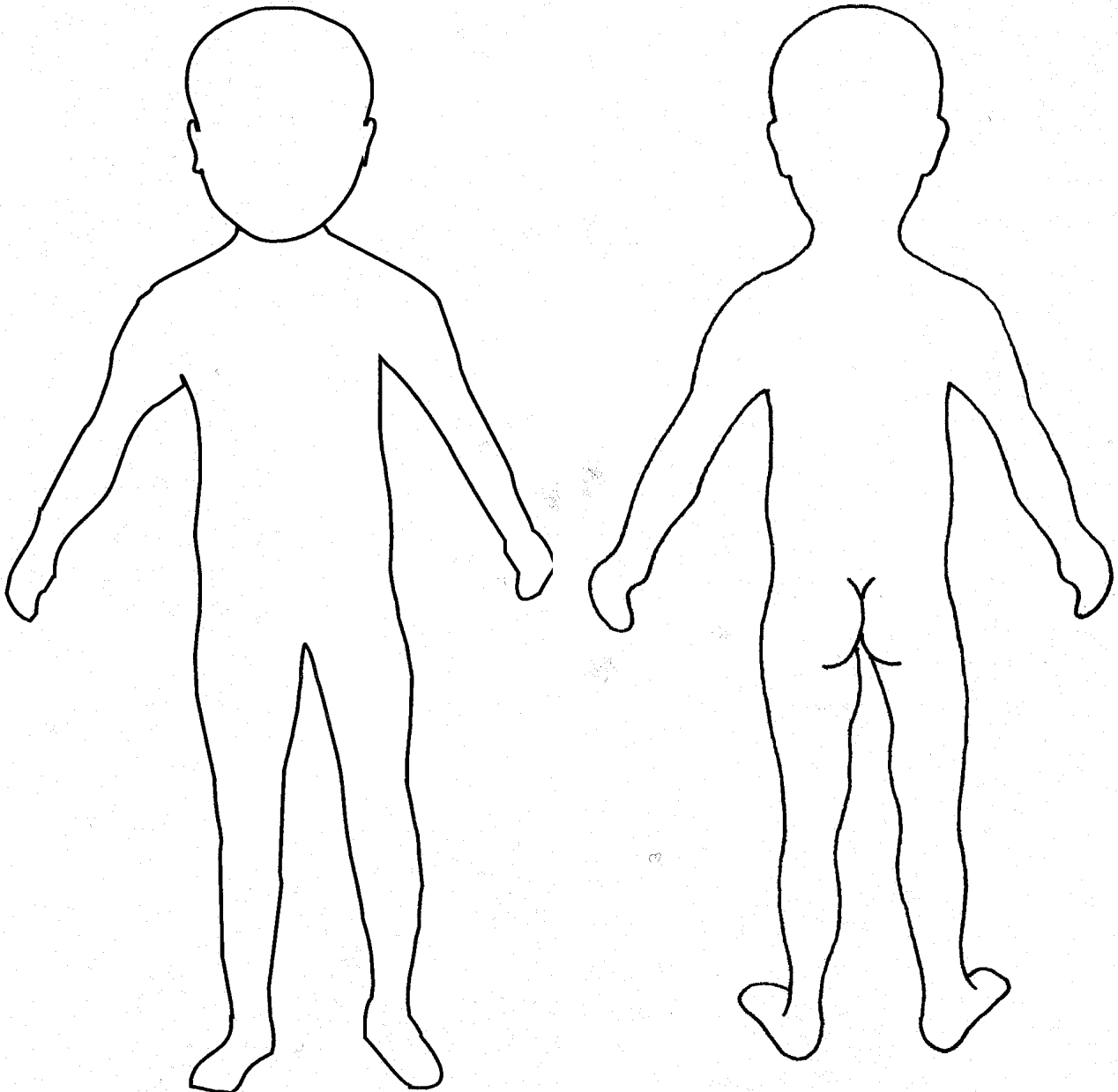
Annex 4



Hornbill School, British Forces Brunei
Body map

This must be completed at time of observation

<u>Pupil's Name</u>	<u>Date of Birth</u>	<u>Date and time of observation</u>



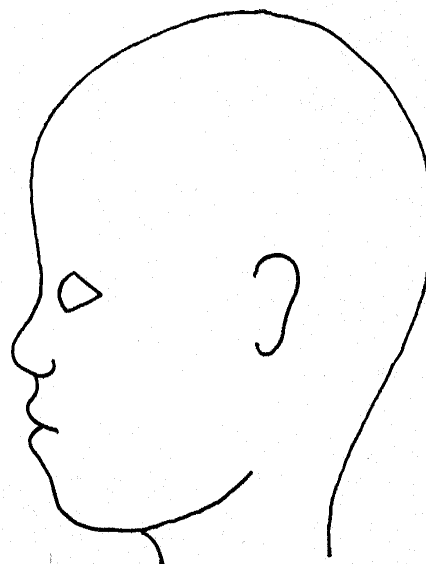
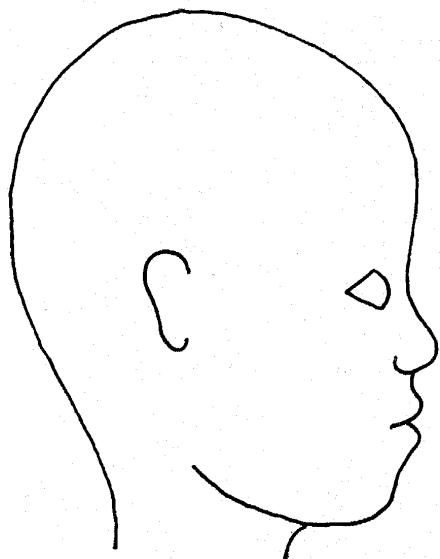
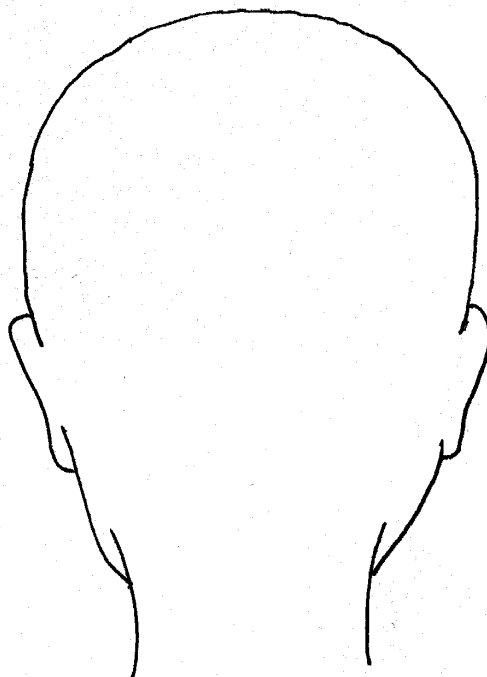
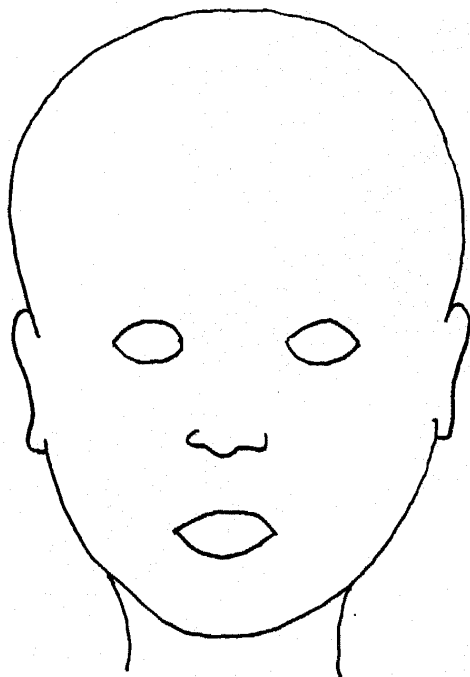
<u>Name and job title</u>	<u>Signature</u>



Hornbill School, British Forces Brunei
Body map

This must be completed at time of observation

<u>Pupil's Name</u>	<u>Date of Birth</u>	<u>Date and time of observation</u>



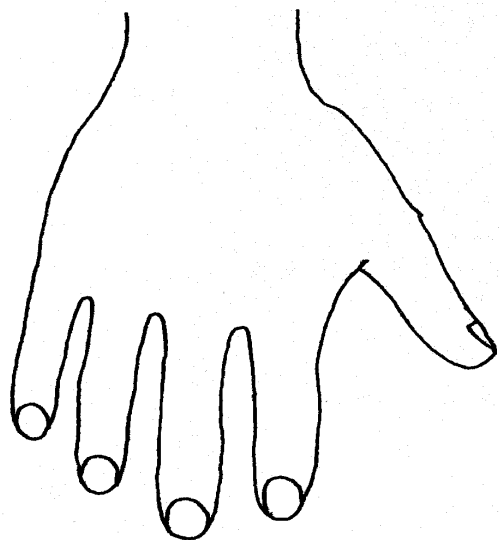
<u>Name and job title</u>	<u>Signature</u>



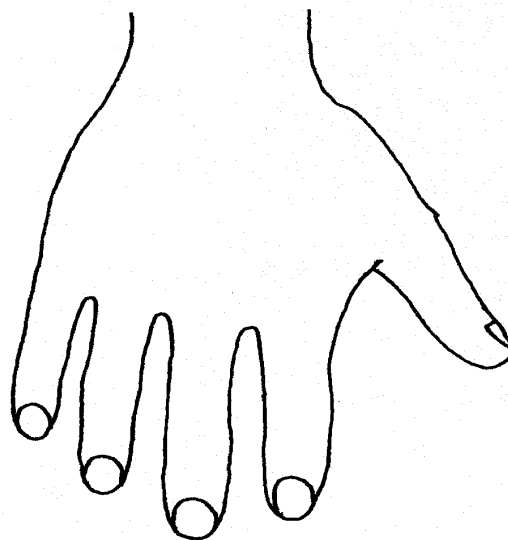
Hornbill School, British Forces Brunei
Body map

This must be completed at time of observation

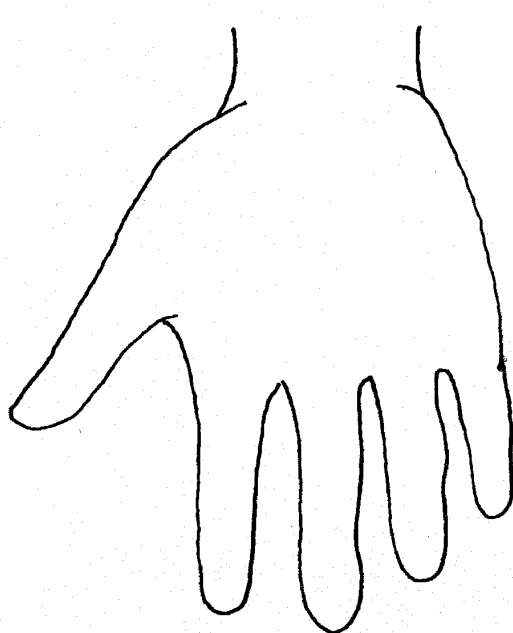
<u>Pupil's Name</u>	<u>Date of Birth</u>	<u>Date and time of observation</u>



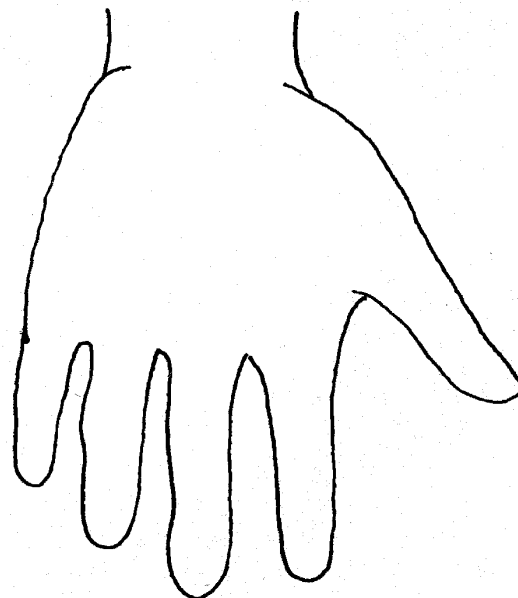
Right



Left



Right



Left

<u>Name and job title</u>	<u>Signature</u>

ARE THERE ANY COMMUNICATION DIFFICULTIES (IS AN INTERPRETER REQUIRED)?

WHAT ARE YOU CONCERNED ABOUT?

WHAT HAVE YOU DONE SO FAR?

WHO ELSE IS SUPPORTING THIS FAMILY?

ANY OTHER INFORMATION YOU FEEL IS IMPORTANT? (e.g. previous involvement –CAF?)

Once completed this form should be sent to SSWP Brunei within 48 Hours of it being agreed that a referral should be submitted

Email: neil.w@ssafa.org.uk and angie.w@ssafa.org.uk

and or a copy to the SSWP you spoke to.
Please confirm receipt of referral.

Original signed:

Signature of referrer

Please print name:

Date: