

### Gateways School Child Protection (safeguarding) Policy

#### **Rationale:**

Every child has a right to a secure and valued childhood. At Gateways, in complying with the DCSF 'Safeguarding Children and Safer Recruitment in Education,' and with reference to Working Together to Safeguard Children DfES 2006, we endeavour to provide each pupil with a safe environment where no-one should feel vulnerable. Our knowledge of individual pupils is such that we aim to be sensitive to any changes of behaviour which may indicate a child is at risk. Gateways always aims to safeguard and promote the welfare of its pupils. Our child protection (safeguarding) policy is in accordance with Leeds agreed inter-agency procedures and is made available to parents on the school website. A hard copy is available on request. This policy applies to all teaching and non-teaching staff, including full time and part time, volunteers and the Headmistress.

#### **Purposes:**

1. To contribute to the prevention of abuse experiences and protection of our pupils
  2. To be aware of child abuse, which consists of anything which individuals, institutions, or processes, do or fail to do, which directly or indirectly harms children, or damages their prospects of a safe and healthy development into adulthood.
- **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 and clothing, shelter including exclusion from home or abandonment, failing to protect a child from physical harm or danger, failure to ensure adequate supervision including the use of inadequate care-takers, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect or, or unresponsiveness to, a child's basic emotional needs.
  - **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 symptoms of, or deliberately causes ill health to a child whom they are looking after. (This situation is commonly described using terms such as factitious illness by proxy or Munchausen syndrome by proxy.)
  - **Sexual abuse**  
Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) 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 watching sexual activities or encouraging children to behave in sexually inappropriate ways.
  - **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 children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or

developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as over-protection 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, 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.

- Bullying and domestic violence are also forms of child abuse.
3. To continue to include issues of personal safety in the curriculum
  4. To aim for pupils' safety being ensured in workplace settings and on visits
  5. To aim for all staff being alert to signs of abuse, including self-harm (appendix 5)
  6. To ensure the designated Child Protection Teacher updates her training in 'Child protection' and 'Inter-Agency Working' every two years
  7. To involve all staff, including the Headmistress and Dr Wilson, the Liaison Governor for Child Protection issues, in child protection training every three years, so that the policy and procedures for reporting are known. Part time and voluntary staff who work with children are made aware of the arrangements.
  8. To operate safe recruitment procedures( including CRB checks and compliance with Independent School Standards Regulations) which include seeking assurance that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the school's pupils on another site.
  9. To report to the Independent Safeguarding Authority (ISA), within one month of leaving the school any person (whether employed , contracted, a volunteer or a student) whose services are no longer used because he/she is considered unsuitable to work with children
  10. To report any pupil who leaves the school role, and whose new school is not known, to the Attendance Manager at Education Leeds
  11. To ensure any deficiencies or weaknesses in child care arrangements are remedied without delay
  12. To include arrangements to deal with allegations of abuse against members of staff/volunteers/the headmistress (refer to 'Allegations Against Staff' procedures)
  13. To know that confidentiality cannot be promised to a pupil giving evidence (appendix1)
  14. To implement child protection (safeguarding) procedures which address signs of possible abuse (appendix 5), the need to avoid asking leading questions and the school's reporting arrangements (including contact with a welfare agency within 24 hours of a disclosure or suspicion of abuse). Contact details are itemised in appendix C to the procedures.
  15. To guide staff to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil in accordance with Gateways Guidance to Staff Procedures.
  16. To have procedures for dealing with abuse by one or more pupils against another pupil; these are outlined in the anti-bullying policy.

If a member of staff suspects abuse, as defined in any of the four categories above, they must go immediately to the Headmistress who will liaise with the Deputy Headmistress, the designated Child Protection Teacher, who is responsible for co-ordination of action within the school and liaison with other agencies.

Continuous professional development will continue to include learning about the indicators of child abuse

**Conclusion:**

At Gateways it is fundamental to the ethos of the school that there is a collective responsibility for Child Protection and that strong links in communication will ensure swift and appropriate action.

The Child Protection (safeguarding) policy is whole school and also applies to the EYFS (see appendix 4)

This policy is available on the school management drive and is read in conjunction with the 'Safer Recruitment' policy and other school policies relating to safeguarding children, such as those covering Early Years Foundation Stage (appendix 4), including 'Intimate Care' guidelines, ICT, Internet Acceptable Use, educational school visits, health and safety, behaviour and anti-bullying. There is a copy of this policy on the school website. The policy and procedures, together with the efficiency of carrying out the related duties, are reviewed annually by the governing body and Headmistress.

This policy and its procedures is whole school and includes out of school care.

### Appendix 1: Confidentiality

#### Rationale:

Confidentiality is defined as something, which is spoken or given in private. The confider is asking for the content to be kept secret. Members of staff may have access to confidential information about pupils in order to undertake their everyday responsibilities. In some circumstances staff may be given highly sensitive or private information.

The safety, well-being and protection of all our pupils is the paramount consideration in all decisions made about confidentiality at Gateways. The appropriate sharing of information between staff is an essential element in ensuring our pupils' well-being and safety. Gateways always aims to achieve a balance between ensuring the safety, well-being and protection of all our pupils and staff and ensuring that when it is essential to share personal information, the school's Child Protection Policy is adhered to.

#### Purposes:

To enable a trust of the boundaries of confidentiality within the school

To know the limits of confidentiality offered by individuals within the school so that informed decisions about the most appropriate person to talk to can be made

To enable staff to share concerns about pupils' safety so that well-being is maintained

To clarify about when information can be shared and in what circumstances it is appropriate to do so

To know whom any concerns or allegations should be reported to

#### Guidelines:

All staff should not promise confidentiality, they should:

Be open and honest with the pupil from the outset

Seek advice if in doubt (without disclosing the pupil's name)

Share with consent where appropriate

Share without consent when there is evidence that a pupil is at risk or it is in the public interest to do so – however it is good practice to seek consent whenever possible

Consider the safety and well-being of the pupil

Ensure the sharing is necessary, proportionate, relevant, accurate, timely and secure

Keep a record of decisions and what information is shared

#### Consent must be informed:

- Why the information needs to be shared
- Who will receive it

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- The purpose to which it will be put
- The implications of sharing it

A written record of the process to obtain consent must be kept to determine the pupil's capacity to consent. This record must include:

- What you said
- The pupil's response
- How you reached the decision that the pupil had the capacity to consent
- Whether you believe that the pupil has the capacity

This information must be passed to the Headmistress who will then make a decision about the sharing of information.

Staff should seek advice from the Deputy Headmistress, the Designated Child Protection Teacher, if they are in any doubt about sharing information they hold or which has been requested of them.

Staff are expected to report any disclosures by pupils or parents of a concerning nature to the Headmistress as soon as possible and in an appropriate setting. The Headmistress will decide what, if any, further action needs to be taken.

Staff must treat information they receive about pupils in a discreet and confidential manner.

The school's safeguarding procedures must be followed at all times.

### Conclusion:

This appendix is available on the school management drive and is read in conjunction with Gateways School Safeguard Children Policy and Procedures. It is reviewed annually by the governing body and Headmistress.

### **Appendix 2: Intimate Care Guidelines**

Some responsibilities necessitate intimate physical contact with children on a regular basis, for example assisting young children with toileting, providing intimate care for children with disabilities or in the provision of medical care.

All pupils have a right to safety, privacy and dignity when contact of a physical or intimate nature is required and depending on their abilities, age and maturity should be encouraged to act as independently as possible. All Early Years staff are trained and assessed as competent by the Head of Pre Prep during staff induction.

The emotional responses of any child to intimate care are carefully and sensitively observed. Any concerns must be passed on to the Head of Pre Prep (Early Years), Head of Prep or Pastoral Head (High School) who will inform the Headmistress.

#### Assisting young children with toileting Nappies/Potties

- Promote and support independence
- Nappy changing to take place in the designated area in the Gatehouse and using the special changing unit – privacy and dignity to be maintained
- Gloves and aprons to be worn
- No child to be left unattended in the changing area
- The child's own wipes/nappies to be used
- Staff to undertake duties in a professional manner and with supportive interaction with the child
- The changing area to be cleaned with anti- bacterial spray after use
- Nappies to be disposed of in the yellow sacks and placed in disposal bin outside the Gatehouse

#### Toilets

- Promote and support independence
- Child to take off their own clothing
- Changing to take place in the toilet area
- Staff to clean child using gloves and apron
- Staff to undertake duties in a professional manner and with supportive interaction with the child
- A second adult to be present for children over five years old

#### Providing intimate care for children with disabilities or in the provision of medical care

- The additional vulnerabilities that may arise from a physical or learning disability will be identified and addressed in a Care Plan. Parents will be involved and kept informed on a regular basis. The Care Plan will include who is responsible, when the care is needed, what the care is, where the care will take place and how the care is implemented.

This appendix is available on the school management drive and is read in conjunction with Gateways School Safeguard Children Policy and Procedures. It is reviewed annually by the governing body and Headmistress.

### **Appendix 3: Personal Care**

Rationale:

Young people are entitled to respect and privacy at all times especially when in a state of undress, changing clothes, bathing/showering or undertaking any form of personal care.

Purpose:

- To provide an appropriate level of supervision in order to safeguard pupils
- To address health and safety issues during supervision of the changing room facilities
- To demonstrate sensitivity to potential embarrassment of pupils

Guidelines:

- Adults should be mindful of the pupils that they are responsible for
- Whilst pupils are in the changing room, entry by staff members should be efficient and effective so that control is maintained without imposing on pupil personal space or time so that the atmosphere of the changing room continues to be relaxed and personal.
- Staff should enter the changing room with an announcement of entry.
- Staff should enter the changing room to offer specific information relating to the lesson or to request a conversation with specific individuals. This communication should take place on completion of changing and should be in an area away from the changing room.
- The age of the pupil is influential to staff supervision/entrance into the changing room.
  1. Pupils in Lower Reception – Lower I should be supervised at all times. This is to support them whilst changing uniform and in their personal organization. Wherever possible an additional adult should be present.
  2. Pupils in Upper I – Lower III should be supervised, with older pupils being allowed the privacy of changing without continual supervision of staff. Staff members should be available at all times during changing and ensure that their presence outside the changing rooms is known to the pupils. Wherever possible, an additional adult should be present when it is necessary to enter the changing room.
  3. High School pupils should be given appropriate responsibility during their changing time. On entry into the changing room, an address should be made to inform pupils of staff entry. This allows pupils an opportunity to prepare for staff entry and potentially reduce anxiety. Correct changing room etiquette will have been encouraged from an early age and staff should further encourage this by limiting entry into the changing room. Staff must enter the changing rooms if they have decided that this is essential to maintain a safe environment for all pupils or it is deemed necessary to encourage a prompt start to a lesson. At this point other staff members will supervise pupils already changed.
- Showers are available to all pupils following curricular and extra-curricular activities. This time should be treated with extreme sensitivity. Staff movement into the shower area should be limited only in the most urgent of cases. Pupils should be encouraged to use the showers and to take appropriate clothing into the cubicle to reduce pupil anxiety.

CONCLUSION

Duty of care should assist in the provision of a safe and secure changing facility. Health and safety issues are paramount however a sensitivity toward pupils needs to be demonstrated in situations other than those related to personal safety.

This appendix is available on the school management drive and is read in conjunction with Gateways School Safeguard Children Policy and Procedures. It is reviewed annually by the governing body and Headmistress.

#### **Appendix 4: E.Y.F.S.**

It is the responsibility of each childcare professional to ensure that they are aware of current safeguarding legislation. Staff will follow the guidelines issued by Leeds Safeguarding Children Board (Safeguarding Green Booklet). This is to be used in conjunction with 'What to do if you're worried that a child is being abused' – DFES publications 2006.

The Head of Pre Prep is the designated practitioner to have lead responsibility for safeguarding children within the EYFS setting. The Head of Pre Prep will liaise with local statutory agencies as appropriate and will inform the Headmistress who liaises with the Deputy Headmistress who is the designated Child Protection Teacher.

The Child Protection Teacher will inform Ofsted and the Local Authority Designated Officer (Social Care) of any allegations of serious harm or abuse by any person looking after the children within the EYFS setting or elsewhere. The Child Protection Teacher will inform Ofsted and the Local Authority Designated Officer (Social Care) of any other abuse which is alleged to have taken place in the EYFS setting, and of the action taken in respect of these allegations.

The contact details for Social Care are;

Local Authority Call Centre 0113 2224403

NSPCC 0800 800 500

Police 0113 243535

Social Care Emergency Duty Team (Out of hours) 0113 22409536

West Yorkshire Safeguarding Procedures can be accessed via [www.leedslscb.org.uk](http://www.leedslscb.org.uk)

The staff are aware of the process if an allegation of abuse is made. This includes a referral to the Headmistress; in liaison with Child Protection Teacher, she contacts the Local Authority Designated Officer as well as liaising with the designated. The process is:

- A factual record stating time, day, date and place to be kept
- This record to be handed to the Head of Pre Prep who will inform the Headmistress; she will then make a referral to the Local Authority Designated Officer (Social Care) and Ofsted if appropriate and as soon as is reasonably practicable, but at the latest within 14 days.
- The Deputy Headmistress, the Child Protection Teacher, will send a written account within 48 hours of the referral.

Procedures for allegations of abuse made against a member of staff are those of the whole school.

Children who report to a teacher (or other member of staff) that a member of staff has abused them are listened to and heard. Confidentiality is not promised, but the pupil is assured that the matter is disclosed only to people who need to know.

- All information is noted carefully, including details such as timing, setting, who was present and what was said, in the child's own words. The account is obtained verbatim or as near as possible.

- The written record of the allegations is signed and dated by the person who received them as soon as practicable.
- All actions subsequently taken are recorded.

The member of staff receiving the allegation reports it immediately to the Headmistress or nominated governor.

A current copy of the Local Authority 'Safeguarding Green Booklet' is kept in all EYFS facilities. All EYFS staff are issued with a copy of 'What to do if you're worried that a child is being abused' - DFES publications 2006

**APPENDIX 5; FEATURES WHICH MAY INDICATE:**

<b>NEGLECT</b>	<b>PHYSICAL ABUSE</b>
<p>Hunger Tiredness or listlessness Child dirty or unkempt Poorly or inappropriately clad for the weather Poor school attendance or often late for school Poor concentration Affection or attention seeking behaviour Untreated illnesses/injuries Pallid complexion Stealing or scavenging compulsively Failure to achieve developmental milestones, for example growth, weight Failure to develop intellectually or socially Neurotic behaviour</p>	<p>Patterns of bruising; inconsistent account of how bruising or injuries occurred Finger, hand or nail marks, black eyes Bite marks Round burn marks, burns and scalds Lacerations, wealds Fractures Bald patches Symptoms of drug or alcohol intoxication or poisoning Unaccountable covering of limbs, even in hot weather Fear of going home or parents being contacted Fear of medical help Fear of changing for PE Inexplicable fear of adults or over-compliance Violence or aggression towards others including bullying Isolation from peers</p>
<b>SEXUAL ABUSE</b>	<b>EMOTIONAL ABUSE</b>
<p>Sexually explicit play or behaviour or age-inappropriate knowledge Anal or vaginal discharge, soreness or scratching Reluctance to go home Inability to concentrate, tiredness Refusal to communicate, selective mutism Thrush, Persistent complaints of stomach disorders or pains Eating disorders, for example anorexia nervosa and bulimia Attention seeking behaviour, self mutilation, substance abuse Aggressive behaviour including sexual harassment or molestation Unusually compliant</p>	<p>Over-reaction to mistakes, continual self deprecation Delayed physical, mental, emotional development Sudden speech or sensory disorders Inappropriate emotional responses, fantasies Neurotic behaviour: rocking, banging head, regression, tics and twitches Self harming, drug or solvent abuse Fear of parents being contacted Running away Compulsive stealing Masturbation, Appetite disorders - anorexia nervosa, bulimia Soiling, smearing faeces, enuresis</p>

Regressive behaviour, Enuresis, soiling Frequent or open masturbation, touching others inappropriately Depression, withdrawal, isolation from peer group Reluctance to undress for PE or swimming Bruises, scratches in genital area	
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**THE FOLLOWING RESPONSES FROM PARENTS MAY SUGGEST A CAUSE FOR CONCERN ACROSS ALL FOUR CATEGORIES:**

- An unexpected delay in seeking treatment that is obviously needed
- An unawareness or denial of any injury, pain or loss of function (for example, a fractured limb)
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development
- Reluctance to give information or failure to mention other known relevant injuries
- Frequent presentation of minor injuries
- Unrealistic expectations or constant complaints about the child
- Alcohol misuse or other drug/substance misuse
- Parents request removal of the child from home
- Violence between adults in the household