



FRAMLINGHAM
COLLEGE

Safeguarding and Promoting the Welfare of Children

Policy and Procedure

*Framlingham College is committed to
safeguarding and promoting the welfare of
children and requires all employees to share this
commitment as individuals*

Academic Year 2009-2010

Child Protection Officer (CPO)- Sue Hobson

Deputy Head (Pastoral) - Tony Lawrence

The Head - Paul Taylor

1. Introduction.

- 1.1 The Children Act of 1989 and The Education Act of 2002 place a statutory responsibility upon schools to promote and safeguard every child's welfare and to have a written policy in place concerning abuse of any kind.
- 1.2 This policy is in accordance with the Suffolk Safeguarding Children's Board Inter-Agency procedures and is available to parents on our website.
- 1.3 In an independent school with boarding accommodation such as ours the local authority responsible for that area must take steps as is reasonably practicable to enable them to determine whether the child's welfare is adequately safeguarded and promoted whilst he or she is accommodated by the school.
- 1.4 The school recognises DCFS guidance on Safeguarding Children and Safer Recruitment and has a separate Recruitment Policy to ensure safe recruitment procedure.
- 1.5 Should any deficiencies or weaknesses be discovered in the College's Child Protection arrangements, they will be remedied without delay.
- 1.6 The governing body will review annually the College's Child Protection policies and procedures and the efficiency with which related duties have been discharged

2.The Role of the school.

- 2.1 Framlingham College is committed to safeguarding and promoting the welfare of children through:

- Documentation
- Policies
- Practice
- Induction
- Training
- Review
- Curriculum

and requires all employees to share this commitment as individuals.

2.2 The education service does not constitute an investigation or intervention agency, but has an important role to play at the recognition and referral stage. Because of their day-to-day contact with individual children during school terms, school staff are particularly well placed to observe outward signs of abuse, changes in behaviour or failure to develop.

2.3 All those who come into contact with children and families in their everyday work, including staff who do not have a specific role in relation to safeguarding children, have a duty to safeguard and promote the welfare of children.

2.4 All staff should be aware of the procedures to be followed for reporting concerns about a particular child. This will normally be via the school's designated senior member of staff, henceforth referred to as 'The Child Protection Officer' (CPO), the Deputy Head Pastoral (DHP), or The Head. In emergencies, however, contact the police directly.

2.5. The Child Protection Officer is trained in Child Protection and Inter-Agency working and this is updated at least every two years.

3. Recognising Categories of Abuse.

3.1 It is the duty of all staff to be vigilant and observant when dealing with pupils in their care and to have no hesitation in passing on concerns that they may have regarding the physical and emotional wellbeing of any child in the school. The following lists, while not exhaustive, may be indicators that a child is suffering abuse. Staff should also be aware of other signs they deem to be of concern.

3.2 Significant Harm

Some children are in need of protection because they are suffering or likely to suffer significant harm. The Children Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention in family life in the best interests of children. The local authority is under a duty to make enquiries, or cause enquiries to be made, where it has reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. Decisions about significant harm are complex and should be informed by careful assessment of the child's circumstances, and discussion between the statutory agencies and with the child and family.

3.3 Neglect

Neglect is a form of maltreatment. A person may neglect a child by failing to act to prevent harm. 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 it may involve a parent 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)
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Signs and symptoms of neglect could include:

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Low self-esteem
- Neurotic behaviour
- No social relationships
- Running away
- Compulsive stealing or scavenging

3.4 Physical Abuse

Abuse is a form of maltreatment. A person may abuse a child by inflicting harm. Children and young people may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger.

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 fabricates the symptoms of, or deliberately induces, illness in a child.

Signs and symptoms of physical abuse could include:

- Unexplained injuries or burns which could be recurrent
- Improbable excuses to explain injuries
- Refusal to discuss injuries
- Untreated injuries
- Admission of punishments that appear excessive
- Bald patches
- Withdrawal from physical contact
- Arms and legs covered during hot weather
- Fear of returning home
- Fear of medical help
- Self destructive tendencies
- Aggression towards others

3.5 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 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 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, 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, though it may occur alone.

Signs and symptoms of emotional abuse could include:

- Physical and emotional development lags
- Admission of punishment which appears excessive
- Over-reaction to mistakes
- Continual self depreciation
- Sudden speech disorders
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour
- Self mutilation
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Compulsive stealing or scavenging

3.6 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, sexual on-line images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Signs and symptoms of sexual abuse could include:

- Sudden changes in behaviour or performance
- Displays of affection in a sexual way inappropriate to age
- Tendency to cling and need reassurance
- Tendency to cry easily
- Regression to younger behavioural traits
- Complaints of genital itching or pain
- Distrust of a familiar adult, or anxiety about being left with a relative or baby-sitter
- Unexplained gifts of money
- Depression and withdrawal
- Apparent secrecy
- Wetting day or night
- Sleep disturbances or nightmares
- Chronic illnesses, especially throat infections and venereal disease
- Anorexia or bulimia
- Unexplained pregnancy
- Fear of undressing for games
- Phobias and panic attacks

3.7 Reporting to Suffolk Safeguarding Children Board

In Framlingham College the interests of the child are paramount.

The named person designated to take responsibility for dealing with situations in which Child Abuse is suspected is the CPO or in their absence the DHP or The Head.

Upon receiving information from a member of staff (or the CPO or the DHP) The Head will immediately report any allegations to Social Services if appropriate.

In order to safeguard the well-being of all parties involved in any such allegation of abuse, advice would be sought and acted upon from the Suffolk Safeguarding Children Board about how best to proceed under the circumstances of the specific allegation.

4. Routine school procedures to prevent abuse from staff.

4.1 All members of the teaching staff and relevant members of staff having unsupervised access to children are vetted through the relevant authorities to check whether there is anything in their past which would militate against them being employed at Framlingham College.

4.2 All members of staff, both teaching and non-teaching, are professionally obligated to refer any fear or allegation of abuse directly to the CPO, DHP or The Head.

4.3 All staff have a professional obligation to inform the CPO, DHP, The Head or their relevant Line Manager if they have any concerns regarding the behaviour or conduct of any other member of staff. All information passed on in this way will be treated seriously and responded to professionally and sensitively. The College is committed to supporting all colleagues who forward their concerns.

4.4 In the event that the allegation or rumour concerns a member of staff, or volunteers, The Head, CPO and DHP together will decide rapidly whether there may be substance to it. If there could be, the school will follow designated Local Safeguarding Children Board (LSCB) Guidelines. The member of staff will be immediately suspended and escorted from school property pending further investigations. A senior colleague will keep in close contact with the member of staff to offer support and information regarding the progress of the investigation. Colleagues who find themselves in this situation are strongly advised to consult their union at the earliest possible opportunity.

If the allegation is against the CPO, this information should be passed straight to The Head and then the above procedures

followed. If The Head is absent, it should be passed directly to the Chair of Governors.

If the allegation concerns The Head, the person receiving the allegation should immediately inform the Chair of Governors without notifying the Head first. In the case of serious harm, the police should be informed from the outset.

5. Staff procedure when approached by a child who alleges abuse.

5.1 Stay calm and be reassuring. It may take several hours/days/months before a child will fully divulge information. They often confide in one adult. Do not look visibly disturbed. The child needs to feel that you are in control of a situation that is beyond their control.

5.2 Find a quiet place to talk, one where you will not be interrupted, but which is not remote. Assure the child that you have time to talk.

5.3 Say that you will do your very best to help and support the child. Promise to do your best for them, but, right from the start, never give them a blanket promise to keep a secret. Make it clear that you will keep the child informed about what you are doing and what is happening at each stage.

5.4 Believe what you are being told. Informed people state clearly that children rarely, if ever, make up stories. So don't cast doubt because it has taken courage to speak to you. Remember, it is for the police, social services and the NSPCC to determine the truth behind allegations; not you. To do so could prejudice a possible police prosecution.

5.5 Listen, but do not press for information or ask leading questions. We must not put words into a child's mouth. A nod reassures; keep a record of statements and try to quote the child verbatim. At the end of the conversation take a few moments to double-check the facts you have recorded.

5.6 Say that you are glad that the child told you and reassure them that they are right to have done so. If they have chosen you to divulge to it says something about the quality of their

relationship with you. Praise them for being brave enough to tell you and for surviving the incident.

5.7 Assure them of their status as children – they are not responsible for what has happened to them. If it will help the child to cope, tell them it is the offender who has a problem.

6. Summary of disclosure.

6.1 No member of staff may keep a disclosure by a child confidential. The special position of the School Chaplain is recognised but there is a statutory responsibility on **all** staff to report any allegations immediately.

6.2 Alleged victims or perpetrators should not be interviewed by school staff to elicit further information. A detailed written record, which must be signed and dated, must be made by staff of any allegation, however unpalatable, and presented to the CPO, DHP or The Head immediately. The form for this, recommended by Suffolk Safeguarding Children, is available in the Staff work room.

7. Staff induction and Child Protection.

7.1 It is important that all staff are aware of the importance of Safeguarding and Promoting the Welfare of Children and that they create a climate in which children can feel able to talk about their feelings, concerns and worries and feel confident to come forward to disclose abuse if it arises. They must know it will be taken seriously, treated with sensitivity and respect and that their wishes and feelings will be taken fully into account.

7.2 New members of staff are given an induction and documentation prior to commencing work at the College.

7.3. Training in Child Protection will be provided for the Headmaster and all staff (updated at least every three years). All part-time and voluntary staff will also be made aware of these arrangements.

8. Monitoring and Recording.

8.1 It is important that all staff are engaged in "Active Monitoring" and are clear about the need for written records in Safeguarding and Promoting the Welfare of Children. Monitoring can help to identify abuse, even when none has been alleged or suspected.

8.2 Active Monitoring

- A collective eye on a child's safety
- Consideration of what is happening to the family
- Attendance
- Appearance
- Mood and Behaviour
- Relationship with peers
- Relationship with staff
- Health
- Play
- Writing and Drawing
- Signs of further abuse

8.3 Open Files

Housemasters and Housemistresses keep open files on all pupils in their houses in a filing cabinet in their office. This may contain the following information and the files have open access:

- Pupil education record
- Significant absences
- Significant changes in family circumstances
- Exclusions and suspensions
- Other significant matters relating to a pupil's welfare

8.4 Closed Files

Housemasters and Housemistresses (HMs) may keep Closed Files on some of the pupils in their house. These files are locked away and kept safe and are confidential. HMs will liaise closely with the Safeguarding & Promoting the Welfare of Children - Policy and Procedure. January 2010

CPO regarding these files. These documents must only contain statements of fact and must never contain subjective judgements. They may contain the following significant areas of concern:

- Change – mood or behaviour
- Drawings
- Writing
- Play
- Language
- Relationships.
- P.E.
- Appearance
- Written documents of an incident involving allegations of abuse

8.5 Children in our care are in TRUST. This places a great burden of responsibility on all staff who care for them - in many ways greater than that on parents themselves. It is the duty and responsibility of all involved in the care of children at the College to recognise and exercise that trust in the light and practice of the legal framework ensuring that the interests of the child are always paramount.

9. Good practice in a school environment.

9.1 All members of the Common Room must regard it as their professional duty to be aware of the requirements and expectations of The Children Act and other relevant laws.

9.2 Members of the Common Room must try to avoid situations in which allegations of improper behaviour would be difficult to counter. For this reason staff must not invite pupils to private accommodation when alone.

9.3 If you suspect that you might have been in a situation in which an allegation might be made, even though you are innocent, you must see the DHP as soon as possible, who will advise you to write down exactly what happened and he will inform The Head.

9.4 You must never deliberately touch a pupil unless it is “accepted educational practice” (e.g. coaching cricket, first aid, etc.).

9.5 Please remember that allegations are usually made by emotionally distressed pupils and you cannot, therefore, rely on common-sense – signals can be misinterpreted. All members of staff must act with absolute professionalism in their dealing with pupils.

9.6 A separate document ‘Guidance for Safe Working Practice for the Protection of Children and Staff in Framlingham College’ (April 2008) is issued to all staff.

In addition to this, all staff are provided with a small card informing them of the names of those responsible for Child Protection at the College and key points to remind them of the correct procedures to follow in the event of a disclosure.

10. Complaints procedures by a pupil at the school.

10.1 This procedure is for staff and parent information only. Pupil guidance will form part of the "Someone to turn to... " document under the heading: "Unhappy? Worried? "

10.2 No student should be afraid to complain. It is the students' right to be treated properly and their right to complain if they think they are not being treated fairly.

10.3 All staff should be open to, and receptive of, a complaint from a student.

10.4 All staff should be aware that a student may bring a "friend" with them to help them make their complaint. This may be a fellow, or older student, a parent or a member of staff.

11. Complaint procedure.

11.1 A complaint can and may be made to any member of College staff.

11.2 This member of staff should then investigate that complaint if possible, or refer it to a senior colleague. If the complaint involves a serious allegation or a matter of gross misconduct then it should be reported directly and immediately to the CPO, DHP or The Head.

11.3 The member of staff investigating the complaint should report his/her findings directly to the student. If the student is unhappy with the decision regarding his/her complaint, a formal complaint must then be made.

12. How a pupil can make a formal complaint.

12.1 Write to any member of staff telling him/her that the student wishes to make a formal complaint and outlining the nature of the complaint.

12.2 The member of staff receiving the complaint will write the complaint in the Formal Complaints Book held in The Head's Personal Assistant's office.

12.3 The student will receive a note from the DHP or The Head saying that the complaint has been noted and is being attended to within two school days of the complaint being logged.

12.4 The student will then be asked to discuss the matter with the DHP or Head together with a "friend" if required.

12.5 If the student is still unhappy with the school's response then a representation may be made to the Chairman of Governors or to one of those representing outside organisations such as the Local Safeguarding Children Board (LSCB) or Childline.

12.6 Whoever is contacted will speak to the student at the school and will advise him/her on what course seems sensible. The student will then have to make a decision, acting on the advice given.

NB No student has to inform staff or anyone else that he/she is complaining about them.

13. A MESSAGE FROM THE HEAD

UNHAPPY? WORRIED?

If, during the time you are at school, you are unhappy, if you are worried, if you have a complaint to make, if you think that something seriously wrong is happening, if you see the school or any individual within it being damaged, if you feel that someone else is being bullied or mistreated, then you must tell someone - in confidence, if you wish.

In most cases, the right person to talk to is your Housemaster or Housemistress. If, for some reason, you would prefer to talk to someone else, perhaps your tutor, a member of the teaching staff, a prefect or a House Matron, these are all good people to go to. And please don't leave me off the list of possibilities! I am always happy to listen. You can make an appointment through my secretary or, if that is too formal an idea, you will be able to catch me around the school, or come to my house. You will soon find out where that is. Mr. Lawrence (the Deputy Head - Pastoral) Mr. Norton (the Deputy Head - Academic) Mr. Robinson and Mr. Hobson are also always ready to help.

You would find in the Chaplain a sympathetic ear. He is normally to be found in his study or his classroom or, of course, you will see him around the school.

You could always confide in the Sister in the Medical Centre or perhaps one of the school doctors (Dr. Moffatt and Dr. Cross); if you wish to get in touch with them directly, the main surgery is at the other end of Pembroke Road from the College (Tel: 01728 723627).

If your need is for a confidential talk with someone outside the school, there are several people you can contact who live locally, such as Mrs. Judith Russell, an ex-school teacher and mother of three grown-up daughters. Her telephone number is 01728 724 456 and her address is 14 Norfolk Crescent, Framlingham, or you could contact Mr Brian Smallcombe, formerly Senior Master at the College, who lives locally in Worlingworth. His number is 01728 628 567 – both of these people would be happy to help. There are also, of course, the national free phone helplines such as Childline - 0800 1111.

The relevant contact at the Suffolk Safeguarding Children Board is Customer First. The telephone number is 0808 800 4005 and for out of hours: 01473 299699.

By no means the least of the people you could turn to if you need help are your parents. I hope that your relationship with them is one which enables you to confide in them. I, in turn, am always ready to listen to anyone's parents.

I hope that everyone shares the same objective of ensuring that the College is a close and caring community and it is up to all of us to work to that end. However careful we may be, though, things can go wrong and individuals can become unhappy or might be mistreated. If it should happen to you - and I hope very much that it won't - don't carry a worry around with you! The sooner you talk to someone about it, the sooner it can be sorted out

Mr Paul Taylor - Headmaster

This policy should be reviewed in June 2010