

Child Protection / Safeguarding Policy

(The Policy to safeguard and promote the welfare of children who are pupils at the School).

This policy should be considered in conjunction with the Staff Concerns Policy and Procedures, the Anti Bullying Policy, School Visits Policy and Missing Persons Policy.

1.0 Introduction

- 1.1 This policy is based on the Child Protection Policy which has been developed by Buckinghamshire LEA in accordance with the principles established by the Children Act 1989; and in line with the following:

"Working Together to Safeguard Children" 1999

"Framework for the Assessment of Children in Need and their Families" 2000

"What to do if you are worried a Child is being Abused" 2003¹
Safeguarding Children in Education Guidance 2004²

Buckinghamshire Area Child Protection Committee Multi-Agency Child Protection Code of Practice and the Local Safeguarding Children's Board

- 1.2 The Local Safeguarding Children Board (LSCB) are the key statutory mechanism for agreeing how the relevant organization in each local area coordinate to safeguard and promote the welfare of children in that locality, and for ensuring the effectiveness of what they do. LSCB should play an active role in training school staff in Child Protection.

- 1.3 The Governing Body takes seriously its responsibility under section 1.75 of the Education Act 2002 to safeguard³ and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

This policy is to be made available on the school web-site and in the parents' information booklets.

- 1.4 We recognise that all staff⁴ or volunteer and Governors have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

- 1.5 All staff believe that our school should provide a safe, caring, positive and stimulating environment that promotes the social, physical and moral development of the individual child.

- 1.6 **The aims of this policy are:**

- 1.6.1 To support the child's development in ways that will foster security, confidence and resilience.
- 1.6.2 To provide an environment, in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties.
- 1.6.3 To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- 1.6.4 To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure that we, the school, contribute to assessments of need and support plans for those children.
- 1.6.5 To acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils.
- 1.6.6 To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- 1.6.7 To develop effective working relationships with all other agencies involved in safeguarding children.
- 1.6.8 To ensure that all adults within our school who have access to children have been checked as to their suitability. This includes other community users of our facilities.¹

2.0 Procedures

- 2.1 Our school / EYFS procedures for safeguarding children will be in line with Buckinghamshire LEA and Buckinghamshire Area Child Protection Committee Child Protection Procedures, and "Working Together to Safeguard Children".
 - 2.1.1 The Governing Body, the named Governor being Mrs Jenny Townsend, understands and fulfils its safeguarding responsibilities. We follow safer recruitment procedures with regard to all appointments and in regard to all adults who work within the school. A centralised record is kept detailing checks made on staff, governors and volunteers.
 - 2.1.2 The Headmistress, Miss A T Williams is the designated senior member of the leadership team for child protection. She has undertaken single agency designated senior person training and 'working together' training delivered through the Buckinghamshire

area child protection committee, and who undertakes other training as recommended by the LEA every two years.

- 2.1.3 The Deputy Headmistress, Mrs D Sheldon, will act in the Designated Senior Person's absence and has also received multi-agency training, and has been briefed in the role.
- 2.1.4 Mrs K Burton takes lead responsibility for safeguarding children within the EYFS setting and will liaise with the designated person.
- 2.1.5 All members of staff or volunteers are provided with opportunities to receive training by the Designated Senior Person in order to develop their understanding of the signs and indicators of abuse every three years.
- 2.1.6 All members of staff, volunteers and Governors know how to respond to a pupil who discloses abuse, and the procedure to be followed in appropriately sharing a concern of possible abuse, or a disclosure of abuse. See Child Protection/Procedure – Appendix 1 Safeguarding.
- 2.1.7 All parents/carers are made aware of the school's responsibilities in regard to child protection procedures through publication of the school's Child Protection/Safeguarding Policy, and reference to it in our Parents' Information Booklet.
- 2.1.8 Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time.
- 2.1.9 Community users organising activities for children are aware of and understand the need for compliance with the school's child protection guidelines and procedures.
- 2.1.10 Our selection and recruitment policy includes all checks on staff suitability in accordance with current legislation. Appropriate checks are carried out on volunteers, students, ancillary workers and contract staff.
- 2.1.11 The name of any member of staff or volunteer considered not suitable to work with children will be notified to the Independent Safeguarding Agency, within one month of leaving the school. Any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children. The Independent Safeguarding Authority (ISA) commenced operation on 20 January 2009 and its address for referrals is PO Box 181, Darlington DL1 9FA (tel 0300 123 1111).
- 2.1.11.1 The suitability of a member of staff or volunteer appointed to a position at the school meets the standard if

(a) the proprietor carries out appropriate checks to confirm in respect of each such person – (i) identity; (ii) medical fitness; (iii) right to work in the UK; (iv) previous employment history; (v) character references; (vi) where appropriate, professional references; (vii) where appropriate, qualifications;

(b) an enhanced criminal record check is made by the proprietor in respect of any such person and the enhanced criminal record certificate which is the subject of the application is obtained before or as soon as practicable after the appointment;

(c) in the case of any person for whom, by reason of living or having lived outside the UK, obtaining such a certificate is not sufficient to establish suitability to work in a school, such further checks are made as the proprietor considers appropriate, having regard to any guidance issued by the Secretary of State;

(d) no such person carries out work, or intends to carry out work in contravention of any direction made under section 142 of the 2002 Act(a) or any disqualification, prohibition or restriction which takes effect as if contained in such a direction; **[Reference to TPOL]**

(e) in the case of staff who care for, train, supervise or are in charge of children for whom accommodation is provided, in addition to paragraphs (a)-(d), a check is made by the proprietor that Standard 38 of the National Minimum Standards for Boarding Schools is undertaken. Appendix 6.

(f) The proprietor has checked according to the relevant parts of the Standards in (e) above any supply staff who care for, train, supervise or are in charge of children for whom accommodation is provided.

(g) in the case of staff who care for, train, supervise or are in charge of children for whom accommodation is provided, checks were made in section (e) above.

(h) A check has been in accordance with Section F together with the date the check was completed.

2.1.12

The Teachers' Pensions on Line (TPOL) (This has replaced the List 99). The TPOL system is a 'mirror image' of the Department for Children Schools and Families (DCSF) List 99 database, and is updated as and when changes occur. Teachers cannot be registered with the General Teaching Council if they are barred from teaching because they are on List 99/TPOL.

Similar appointment checks should be made in **staff from overseas**. However, if an applicant has never lived in the UK it will not be possible to obtain a CRB check. People from some other countries may be able to apply to their home police force for a certificate of

good conduct. The level of detail is likely to vary, but some countries will provide a copy of the full criminal record.

Systems are in place to ensure that **supply or agency staff** who have regular contact with children have been subject to full CRB checks and are rechecked on joining the school.

- 2.1.13 Our procedures will be annually reviewed and up-dated.
- 2.1.14 The name of the Designated Senior Person will be clearly shown in the school's Staff Handbook, with a statement explaining the school's role in referring and monitoring cases of suspected abuse. (See Child Protection Procedures).
- 2.1.14 All adults (including supply teachers and volunteers) new to our school will be made aware of the school's policy and procedures, the name and contact details of the Designated Person.
- 2.1.15 The designated person has the overall responsibility for safeguarding children within the EYFS setting and liaising with local statutory children's agencies as appropriate – inform Ofsted of any allegations of serious harm or abuse committed by any person living, working or looking after children at the premises a.s.a.p or no later than 14 days after the allegation has been made.
- 2.1.16 We brief Senior pupils who are given positions of responsibility over other pupils, on the appropriate action they should take, should they receive any allegations of abuse and how they should deal with younger pupils. See Appendix 4

3.0 Responsibilities

- 3.1 We understand that our responsibility to safeguard children requires that we all appropriately share any concerns that we may have about children.
 - 3.1.1 We have a Designated Senior Person who is responsible for:
 - 3.1.2 Referring a child if there are concerns about a child's welfare, possible abuse or neglect to Social Care. A written referral using the Common Referral Form will be faxed/posted/emailed to Social Care as soon as possible within the school day.
 - 3.1.3 Ensuring that detailed and accurate written records of concerns about a child are kept, even if there is no need to make an immediate referral.
 - 3.1.4 That all such records are kept confidentially and securely and are separate from pupil records, with a front sheet listing dates and brief entries to provide a chronology.
 - 3.1.5 Ensuring that an indication of further record-keeping is marked on the pupil records.

- 3.1.6 Acting as a focal point for staff concerns and liaising with other agencies and professionals.
- 3.1.7 Ensuring that either they or another appropriately informed member of staff attends case conferences, family support meetings, core groups, or other multi-agency planning meetings, contributes to the Framework for Assessments process and provides a report which has been shared with the parents.
- 3.1.8 Ensuring that any absence of two days, without satisfactory explanation, of a pupil currently on the child protection register is referred to their Education Welfare Officer.
- 3.1.9 Ensuring that all school staff or volunteers are aware of the school's CP policy and procedures and know how to recognise and refer any concerns.
- 3.1.10 Providing, with the Headteacher, an annual report for the Governing Body, detailing any changes to the policy and procedures; training undertaken by the Designated Senior Person, and by all staff and Governors; relevant curricular issues, number and type of incidents/cases, and number of children referred to SSD and on the child protection register (anonymised).
- 3.1.11 Keeping themselves up to date with knowledge to enable them to fulfil their role, including attending relevant training, at least every two years, provided by the Buckinghamshire Area Child Protection Committee, or the Safeguarding in Education Team.

4.0 Supporting Children

- 4.1 We recognise that a child who is abused, who witnesses violence or who lives in a violent environment may feel helpless and humiliated, may blame him/herself and find it difficult to develop and maintain a sense of self-worth.
- 4.2 We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- 4.3 We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- 4.4 Our school will support all pupils by:
 - 4.4.1 Encouraging the development of self-esteem and resilience in every aspect of school life including through the curriculum.
 - 4.4.2 Promoting a caring, safe and positive environment within the school.
 - 4.4.3 Liaising and working together with all other support services and those agencies involved in the safeguarding of children. Ensuring

that young people are aware that they can report concerns or allegations to Ofsted (including telephone number).

- 4.4.4 Notifying Social Care immediately there is a significant concern, (within 24 hours). See Appendix 3 for contact details for Social Services.
- 4.4.5 Ensuring that a named teacher is designated for Looked After Children (LAC) and that a list of children is regularly reviewed and updated. The Education of Children in Public Care (ECPC) Team must be made aware of all LAC in the school.
- 4.4.6 Providing continuing support to a pupil (about whom there have been concerns) who leaves the school by ensuring that such concerns and school medical records are forwarded under confidential cover to the Headteacher at the pupil's new school as a matter of urgency. A photocopy of these records will be retained by us in a confidential file.

5.0 Confidentiality

- 5.1 We recognise that all matters relating to child protection are confidential.
- 5.2 The Headteacher or Designated Senior Person will disclose personal information about a pupil to other members of staff or volunteer on a need-to-know basis only.
- 5.3 However, all staff or volunteers must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 5.4 All staff or volunteers must be aware that they cannot promise a child to keep secrets, which might compromise the child's safety or well-being or that of another.
- 5.5 We will always make known to parents /carers our intention to refer a child to SSD unless to do so could put the child at greater risk of harm or impede a criminal investigation. If in doubt, we will consult with the Education Welfare Service or Social Care on this point.

6.0 Supporting Staff

- 6.1 We recognise that staff or volunteers working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- 6.2 We will support such staff or volunteers by providing an opportunity to talk through their anxieties with the Designated Senior Person and to seek further support. This could be provided

for all staff or volunteers by, for example, the Head and/or a teacher/trade union representative, as appropriate.

6.3 We understand that staff or volunteers should have access to advice on the boundaries of appropriate behaviour. The document "Guidance on Safe Practices for Education Staff" provides advice on this and on the circumstances which should be avoided in order to limit complaints against staff or volunteers of abuse of trust, and/or of allegations of physical or sexual abuse. These matters form part of staff induction and are referred to in the staff handbook.

6.4 We recognise that designated staff or volunteers should have access to support (as in 6.2 above) and appropriate workshops, courses or meetings as organised by the LEA.

7.0 Allegations against staff or volunteers

7.1 All school staff or volunteers should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults. (See also 6.3 above)

7.2 Meetings with pupils away from the school premises should only be arranged with the specified approval of the head teacher and the prior permission of the pupils' parents.

7.3 All staff or volunteers should be aware of the school's behaviour/discipline policy. This is available in the Staff Handbook.

7.4 We understand that a pupil may make an allegation against a member of staff or volunteer. If such an allegation is made, the member of staff or volunteer receiving the allegation will immediately inform the Headteacher or the most senior teacher if the Headteacher is not present.

7.4.1 On all such occasions the Headteacher/senior teacher will discuss the content of the allegation with the Lead Officer for Child Protection.

7.4.2 If the allegation made to a member of staff or volunteer concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult, as in 7.3.1 above, without notifying the Headteacher first.

7.4.3 The school will follow the Governors' procedures for managing allegations against staff, a copy of which can be found in the Staff Handbook.

7.4.4 Suspension of the member of staff or volunteer against whom an allegation has been made needs careful consideration, and we will

consult (as in 7.3.2. above) in making this decision.

- 7.4.5 Our lettings agreement for other users requires that the organiser will manage the suspension of adults, where necessary, from school premises.

8.0 Allegations against pupils

- 8.1 Any allegation of abuse made against a pupil or pupils will be investigated promptly
- 8.2 Pupils may be suspended while the investigation takes place and parents will be informed of the allegation.

9.0 Staff Concern Policy and Procedure

- 9.1 We recognise that children cannot be expected to raise concerns in an environment where staff or volunteers fail to do so.
- 9.2 All staff or volunteer should be aware of their duty to raise concerns about the attitude or actions of colleagues. If an allegation is made in good faith, but it is not confirmed by the investigation, this will not result in any action being taken against the colleague. If necessary, they should follow the Staff Concern Policy and Procedures as listed in the Staff Handbook – (Section Staff and their responsibilities).
- 9.3 Untrue Allegations – If a person makes an allegation in good faith, but it is not confirmed by the investigation, no action will be taken against him/her. If, however, a person makes malicious or vexatious allegations, disciplinary action may be taken against him/her.
- 9.4 Physical contact with pupils - As a general principle staff must not make gratuitous physical contact with their pupils. There may be occasions where a distressed pupil needs comfort and reassurance which may include physical comforting such as a caring parent would give. Staff should use their discretion in such cases.

Some staff are likely to come into physical contact with pupils from time to time in the course of their duties. Staff should be aware of the limits within which such contact should properly take place and of the possibility of such contact being misinterpreted.

10.00 Physical Intervention/Positive Handling

- 10.1 It is unlikely that physical intervention would ever be needed at Thornton College.
- 10.2 Staff or volunteers will only ever use physical intervention as a last resort, eg. when a girl is endangering herself or others and at all

times will only use the minimal force necessary to prevent injury to another.

10.3 Such events should be recorded and signed by a witness.

10.4 We understand that physical intervention, of a nature which causes injury or distress to a child, may be considered under child protection or disciplinary procedures.

11.00 Anti-Bullying

11.1 Our policy on the prevention and management of bullying is set out in a separate policy.

12.0 Racist Incidents

11.1 Repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

13.0 Prevention

13.1 We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with effective lines of communication with trusted adults, supportive friends and an ethos of protection.

13.2 Any deficiencies or weaknesses in child protection – arrangements are remedied without delay.

13.3 The school community will therefore:

13.3.1 Establish and maintain an ethos, which is understood by all staff or volunteers and which enables children to feel secure and encourages them to talk knowing that they will be listened to.

13.3.2 Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.

13.3.3 Provide opportunities across the curriculum, which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

14.0 Health & Safety

14.1 Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment and, for example, in relation to internet use, when away from the school, undertaking school trips and visits.

14.2 Registers are kept of children in day and in boarding and action is taken if a child goes missing. See Appendix 2 – Missing Persons Policy.

14.3 Boarders are protected from unsupervised contact at school with adults who have not been subject to the school's complete recruitment checking procedures and there is supervision of all unchecked visitors to the boarding premises.

15.0 Policy Review

15.1 The Governing Body of our school is responsible for ensuring the annual review of this policy.

15.2 Buckinghamshire LEA would like to acknowledge the following, whose documents were referred to during the preparation of this policy: Thurrock, Cambridgeshire, Northamptonshire, Kent and IRSC.

¹ What to do if you are worried a child is being abused www.doh.gov.uk/safeguardingchildren/index.htm

² Safeguarding Children in Education DfES/0027/2004

³ Safeguarding (as defined in the joint Inspector's Safeguarding report is taken to mean "All agencies working with children, young people and their families take all reasonable measures to ensure that the risk of harm to children's welfare are minimised" and "where there are concerns about children and young people's welfare, all agencies take all appropriate actions to address those concerns, working to agree local policies and procedures in full partnership with other agencies"

⁴ Staff¹ covers ALL adult staff on site, including temporary, supply and ancillary staff, and volunteers working with children.

⁵ The 'Barring Regulations' are the Procedures for Barring or Restricting People working with Children in Education' (DfES July 2003).

Amended 16th November 2009

Appendix 1

Child Protection Procedures

The designated teacher is Miss Agnes Williams. The designated teacher should be informed immediately of all instances of suspected abuse. The designated teacher will contact external agencies. In the absence of the designated teacher referral should be made to Mrs Deirdre Sheldon.

Because of their day-to-day contact with individual children, teachers and other staff may observe outward signs of abuse, e.g. bruising, neglect, changes in behaviour or failure to develop.

Staff should be alert to such signs and, while remembering that they are not in themselves signs of abuse, on recognising signs which cause concern staff should seek information with tact and sympathy:

- If a child discloses incidents which may be regarded as abusive listen to the child and allow him/her to talk freely.
- Do not question the child as this can jeopardise legal proceedings. Refer to the designated teacher.
- Make a careful note of what has been said and record the time, place, date and people who were present. This information must be passed on to the designated teacher as soon as possible and within twenty-four hours.
- Staff must avoid physical or verbal responses that communicate scepticism or distress.
- Staff must never agree to keep what they are told secret but should reassure the child that they will be supportive and will talk to him/her before telling anyone.

In cases of suspected child abuse the designated teacher will make referral to the Child Protection Team/Family Protection Unit. It is the responsibility of the designated teacher to inform the child of the action likely to be taken and to ensure that he/she is supported.

Accurate and detailed records must be kept of all meetings/actions.

Attendance at case conferences and participation in core groups is, in the first instance, the responsibility of the designated teacher.

Any child placed on the register will be monitored by the school and subsequent schools must be notified if the child transfers. All information will be treated confidentially and child protection files will be kept in a locked cabinet and accessed only through the designated teacher.

Allegations of abuse by a member of staff must be immediately reported to the Headmistress. If the allegation is made against the Headmistress the matter should be reported immediately to the Chair of Governors.

Pregnancy

In the event of a pupil speaking to any member of staff concerning pregnancy the following procedure should be followed:

- Immediately notify the Head.
- The Head, or the teacher, to whom the disclosure is made, under the supervision of the Head, should ascertain from the pupil whether the parent/guardian is aware of the situation.
- It must be made clear that parental contact will be made. The Head will decide whether to call in the parent/guardian with a view to assisting the pupil to tell the parent/guardian, or whether to tell the parent on behalf of the girl.
- If the pupil says that her parent is aware this must be confirmed by telephone or interview.

Dealing with Disclosures

Receive

- Listen to the child
- If you are shocked by what they are saying, try not to show it.
- Take what they say seriously.
- Accept what the child says.

Reassure

- Stay calm and reassure the child they have done the right thing in talking to you.
- Be honest with the child so do not make promises you cannot keep.
- Do not promise confidentiality – you have a duty to refer a child who is at risk.
- Acknowledge how hard it must have been for the child to tell you what happened.

React

- React to the child only as far as is necessary for you to establish whether or not you need to refer this matter, but do **not** interrogate them for full details.
- Do not ask leading questions.
- Explain what you have to do next and to whom you have to talk.

Record

- Make some brief notes at the time and write them up more fully as soon as possible.
- Take care to record timing, setting and personnel as well as what was said.
- Be objective in your recording – include statements and observable things rather than your interpretations or assumptions.

Support

- The child will need support through the process of investigation and afterwards.
- You will need support.

Recognising Abuse

Accidental Injuries		
<p><i>Bruises likely to be:</i></p> <ul style="list-style-type: none"> ◆ few but scattered ◆ no pattern ◆ same age and colour <p><i>consider:</i></p> <ul style="list-style-type: none"> ◆ age and activity of child 	<p><i>Injuries likely to be:</i></p> <ul style="list-style-type: none"> ◆ minor and superficial ◆ treated ◆ easily explained 	<p><i>Burn and scalds likely to be:</i></p> <ul style="list-style-type: none"> ◆ treated ◆ easily explained ◆ may be confused with other conditions eg impetigo, nappy rash
<p><i>Fractures likely to be:</i></p> <ul style="list-style-type: none"> ◆ of arms and legs ◆ seldom on ribs except for road traffic accidents ◆ rare in very young children ◆ may rarely be due to 'brittle bone syndrome' 	<p><i>Genital area:</i></p> <ul style="list-style-type: none"> ◆ soreness may be nappy rash or irritation eg from bubble bath ◆ anal soreness may be due to constipation or threadworm infestation 	
Non-accidental Injuries		
<p><i>Bruises likely to be:</i></p> <ul style="list-style-type: none"> ◆ frequent ◆ patterned eg finger and thumb marks ◆ old and new in same place ◆ in unusual position <p><i>consider:</i></p> <ul style="list-style-type: none"> ◆ developmental level of the child and their activities 	<p><i>Injuries suspicious if:</i></p> <ul style="list-style-type: none"> ◆ bite marks ◆ fingernail marks ◆ large and deep scratches ◆ incisions eg from razor blades 	<p><i>Burns and scalds likely to have:</i></p> <ul style="list-style-type: none"> ◆ clear outline ◆ splash marks around the burn area ◆ unusual position eg back of hand ◆ indicative shapes, eg cigarette burns, bar of electric fire
<p><i>Fractures likely to be:</i></p> <ul style="list-style-type: none"> ◆ numerous – healed at different times <p><i>consider:</i></p> <ul style="list-style-type: none"> ◆ age of child, always ◆ suspicious in babies under 2 years old ◆ delay in seeking treatment 		

Possible signs of physical abuse

- Unexplained injuries or burns, particularly if they are recurrent.
- Refusal to discuss injuries
- Improbable explanations for injuries
- Untreated injuries or lingering illness not attended to.
- Admission of punishment which appears excessive.
- Shrinkling from physical contact.
- Fear of returning home or of parents being contacted.
- Fear of undressing.

- Fear of medical help.
- Aggression/bullying.
- Over compliant behaviour or a 'watchful attitude'.
- Running away.
- Significant changes in behaviour without explanation.
- Self-destructive tendencies.
- Unexplained pattern of absences from school, which may serve to hide bruises or other physical injuries.

Possible signs of emotional abuse

- Physical, mental, emotional development lags.
- Continual self-depreciation.
- Fear of new situations.
- Inappropriate emotional responses to painful situations.
- Self-harm or mutilation.
- Compulsive stealing.
- Drug/solvent abuse.
- 'Neurotic' behaviour – obsessive rocking, thumb-sucking and so on.
- Compulsive stealing/scrounging.
- Air of detachment – 'don't care' attitude.
- Social isolation – does not join in and has few friends.
- Desperate attention-seeking behaviour.
- Eating problems including overeating and lack of appetite.
- Depression, withdrawal.

Possible signs of neglect

- Constant hunger.
- Poor personal hygiene.
- Inappropriate clothing.
- Untreated medical problems.
- Low self-esteem.
- Frequent lateness or non-attendance at school.
- Poor social relationships.
- Constant tiredness.
- Compulsive stealing.

Possible signs of sexual abuse

Children under 5 may:

- become insecure or cling to parent in a fearful way
- show extreme fear of a particular person
- cry hysterically when their nappy is changed
- become hysterical when clothing is removed, particularly underclothes
- have some physical signs in the genital or anal areas: smell of semen etc.
- have soreness or bleeding in the throat, anal or genital areas

- regress to a much younger behavioural pattern
- behave in a way sexually inappropriate to their age, being obsessed with sexual matter, as opposed to normal exploration
- stare blankly, seem unhappy, confused, sad
- become withdrawn, stop eating, have chronic nightmares, bed wetting again when previously dry
- play out sexual acts in too knowledgeable a way with dolls or other children
- produce drawings of sex organs, such as erect penises
- stop enjoying activities with other children, such as stories or games
- seem to be bothered or worried, but won't tell why as if keeping a secret
- change from being happy and active to being withdrawn and fearful
- repeat obscene words or phrases said by the abuser
- say repeatedly that they are bad, dirty or wicked
- become aggressive and hurtful
- act in a sexually inappropriate way towards adults.

Possible signs of sexual abuse

Children from the ages of 5 to 12 may:

- hint about secrets they cannot tell
- say that a friend has a problem
- ask if you will keep a secret if they tell you something
- begin lying, stealing, blatantly cheating in the hope of being caught
- having unexplained sources of money
- have terrifying dreams
- start wetting themselves
- exhibit sudden, inexplicable changes in behaviour, such as becoming aggressive or withdrawn
- stop enjoying previously liked activities, such as music, sports, art, scouts or guides
- be reluctant to undress for gym
- become fearful or refuse to see certain adults for no apparent reason
- act in a sexual way inappropriate to their age
- draw sexually explicit pictures depicting some act of abuse
- seem to be keeping a secret which is worrying them
- have urinary infections, bleeding or soreness in the genital or anal areas
- have soreness or bleeding in the throat
- have chronic ailments, such as stomach pains or headaches
- develop eating disorders, such as anorexia or bulimia
- become severely depressed, even attempt suicide
- have a poor self-image, self-mutilate
- continually run away
- regress to younger behaviour
- show discomfort when walking
- say they are no good, dirty, rotten
- be wary, watchful
- repeat obscene words or phrases which may have been said during the abuse

- attempt to sexually abuse another child
- talk or write about sexual matters
- act in a sexually inappropriate way towards adults.

Possible signs of sexual abuse

Young people from the age of 12 onwards may:

- be chronically depressed
- be suicidal
- use drugs or drink to excess
- self-mutilate, show self-hatred
- have unexplained pregnancies
- experience memory loss
- become anorexic or bulimic
- run away frequently
- be inappropriately seductive
- be fearful about certain people like relatives or friends
- assume the role of parents in the house doing the cooking, cleaning, child-minding
- not be allowed to go out on dates or have friends round
- have soreness/bleeding in the genital or anal areas or in the throat
- find excuses not to go home or to a particular place
- have recurring nightmares
- be unable to concentrate seem to be in a world of their own
- have a 'friend' who has a 'problem' and then tell all about the abuse of the friend
- have chronic ailments such as stomach pains and headaches
- sexually abuse a child, sibling or friend
- exhibit a sudden change in school/work habits, start to truant
- be withdrawn, isolated, or excessively worried
- have outbursts of anger or irritability
- be fearful of undressing for gym
- have unexplained sums of money
- act in a sexually inappropriate way towards adults

Appendix 2

Missing Person's Policy

Boarding staff keep day staff informed if a boarder is to be absent from school by noting the girl's name and the reason for absence on the staff room whiteboard or notice board.

All staff ensure pupils are kept safe by checking their attendance. Class registers are taken morning and afternoon by form tutors. If there is any doubt that the reason for absence is genuine, the Head should be consulted and parents contacted through the front office. Registers should be returned to the front office immediately after registration. After morning registration the receptionist makes a note of all absentees and places the list on the staff notice board. Subject teachers should enquire if a child is absent from their lesson and should consult the list to confirm the child has not been registered.

Boarding staff should be aware of the location of the girls even when they are not being directly supervised. Registers are completed by the study mistress at the start of study and by the housemistress before lights out. Checks are also to be routinely made at all boarders' meal times.

The following steps should be taken if a child is missing:

- Check if the child has been signed out through the front office.
- Inform the Headteacher immediately there is a concern that the child **may** have left the site.
- Search the building and grounds paying careful attention to common rooms, toilet and shower areas, sports hall and swimming pool.
- Headteacher or her deputy to telephone the police and parents if the child has not been located within one hour.

Appendix 3

Contact Details – Social Services

Buckinghamshire

Social Services

County Hall

Walton St

Aylesbury

Bucks

HP20 1UA

Telephone No: 01494 675802

Milton Keynes

Social Services

Civic Offices

1 Saxon Gate East

Central Milton Keynes

MK9 3EJ

Telephone No: 01908 691691

Northamptonshire

Social Services

Northamptonshire County Council

John Dryden House

8-10 The Lakes

Northampton

NN4 7YD

Telephone No: 01604 236236

Oxfordshire

Oxfordshire County Council

County Hall

New Rd

Oxford

OX1 1ND

Telephone No: 01865 79242

Appendix 4

School Prefects

Code of Conduct – Prefects

1. As a prefect you will be supporting younger members of our community. You are in a position of responsibility and trust and must conduct yourself as a member of staff would. Younger girls will look up to you and aspire to be like you. You should treat them kindly and always with respect.

2. **If you have concerns**

Whilst prefecting the younger pupils please consider the following:-

- If a girl tells you she is being bullied, please tell the form teacher
- If a girl tells you about any very difficult situation or circumstances at home, please tell Miss Williams or Mrs Sheldon immediately
- If a girl tells you about any circumstances outside school which you feel unsure about and feel you need to confide to a member of staff, please go to Miss Williams or Mrs Sheldon
- Always let Miss Kelly know if you are aware that a boarder is distressed.

Sometimes older girls are confided in, often these confidences cannot be kept 'secret', you must discuss them with the appropriate members of staff. Do not feel you are letting the girl down, help is probably needed and the best support will be given.

3. **Form teacher support** You are expected to:

- a. Stand in for the teacher if they are late.
- b. Take control of the class and mark pupils in on a class list but not in the register.
- c. Liaise with form teachers about duties as Class prefect and the behaviour of the class.
- d. Make sure that the class register is in the classroom.
- e. If the teacher is late start the collection of homework.
- f. Do not look in the class register or at information that is on the Teacher's desk.
- g. Assist the teacher in taking the class to Assembly.
- h. Communicate with pupils to control the class – this is a difficult skill to learn.
- i. Do not stand in the corridor talking – you should be in the classroom.

- j. Wet breaks – this duty comes before activities with the exception of music lessons (with teacher approval).
- k. Prefects are to inform the Form teacher if an important issue arises in the classroom whilst prefecting.

4. Obey the school rules :

- a. Uniform and hair should be neat & tidy
- b. Behave appropriately when carrying out Prefect duties (i.e. do not stand chatting or leaning against wall).
- c. Show respect to all staff including housekeeping.
- d. Show by example, (less cuddling!).
- e. Follow the School Code of Conduct

5. Punctuality - prefects must be punctual for duties and lessons.

6. Common Room

- a. All prefects must respect the use of the common room.
- b. The common room should be kept clean and tidy at all times.
- c. The volume of the music and television should be kept to acceptable standards.
- d. Every class prefect has a right to feel comfortable and welcome in the common room.
- e. If a problem arises in the common room, discuss it immediately with your form teachers.

7. You must attend the weekend Open Day. A letter will be sent to your parents outlining the pupils' responsibilities as a Prefect and the weekend Open Day.

Thank you for your support.

Please sign: _____ **Date:** _____

Pupil Name: _____

Appendix 5

Code of Conduct – Occasional users of School site

Policy – Occasional Users of the Site

Governors are keen to offer services to children and the local community out side of school hours as well as engaging suppliers of services that can enhance the school's broad and balanced curriculum within the school day, such as peripatetic music lessons.

The school has a long and valued relationship with the Diocese of Northamptonshire, local parishes and schools. The School also regularly hires its premises to Badminton Clubs a Tai Chi group, the Milton Keynes Dance, Drama and Music Festivals. We have also welcomed International Guide Camps and have on occasions hired the grounds out for weddings and several other occasional lets.

The parent/guardian of children on Thornton College College campus, whether they are children of staff members or visitors, remain their responsibility, unless they are enrolled as pupils, or are visiting as part of the registration process.

If people wish to use the facilities at Thornton we operate a fair process to allow all suitable potential users access to hiring.

Potential users must take seriously their responsibility for the safety and well-being of every child who comes on to the site. Every user must acknowledge their duty to protect children and vulnerable adults from abuse and bullying and to promote their well-being.

The organiser of activities on campus that children are participating in (without their parent/guardian), is responsible for their safeguarding and wellbeing.

People wishing to hire the facilities at Thornton College, must complete the hire agreement (Appendix 1) and abide by all of the conditions.

Appendix 1

Policy – Occasional Users of the Site

Thornton College <i>Convent of Jesus and Mary</i> Hire Agreement
<p>This agreement is between Thornton College and _____ and covers the period _____.</p> <p>We have read and accept fully the attached terms.</p> <p>We expect to use the premises _____ subject to variation by the Governors when there is a requirement by the School that would interfere with the hire.</p>
<p>Signed on behalf of Hirer: _____</p> <p>Name in block capitals: _____ Date: _____</p>
<p>Signed on behalf of Thornton College: _____</p> <p>Name in block capitals: _____ Date: _____</p>

Conditions of Hiring

Enquiries for bookings should be made in the first instance to the Bursar.

The management of the school premises is vested in the Governing Body of the school, subject to the directions of the Trustees. The Governing Body's powers and composition are defined in the Instrument and Articles of Government, a copy of which may be obtained from the school. The Governing Body is empowered to make rules governing the use of the school premises, or to withdraw or amend them.

The use of the school's premises and its facilities is subject to the following rules and, in the case of hirers, to certain standard conditions incorporated in the hiring agreement:

Any hirer that supervises children without parents must have an enhanced Criminal Records Bureau check, carried out within the last three years. This must be shown to Bursar prior to first booking.

The premises shall be available to all members of the community regardless of race, colour or nationality sex, religion, marital status or disablement.

The Hirer must not discriminate, or permit others acting on his behalf to discriminate, in any of its activities held in the Premises, on the grounds of race, colour, nationality, sex, religion, marital status or disablement.

The right to refuse any application for the use of premises is reserved to the Governing Body, or the Headmistress or Bursar acting on its behalf.

The Headteacher, Bursar or Chair of the Governing Body shall have immediate powers to terminate any agreement relating to the hire of the School premises if it is considered that the Hirers have in any way damaged the buildings, fittings, fixtures or furniture, or have subjected them to undue wear and tear or are in any way guilty or a breach of these rules of the Hiring Agreement. Such termination will not release the Hirer from any obligations or affect any rights or remedies the Governing Body may have.

The Governing Body reserve the right to refuse any application for the hire of the School premises.

Block booking, period bookings or bookings more than a year in advance will only be accepted on a provisional basis. The Governing Body reserve the right to refuse or terminate any application with reasonable notice (normally no less than 15 working days)

Hirers must make themselves familiar with the School's emergency procedures and the siting of fire-fighting equipment. Hirers must have a working mobile phone in order to call the emergency services if required.. Obstructions must not be placed in gangways or exits, nor in front of emergency exits, which must be available for free public access and egress at all times. Fire-fighting apparatus shall be kept in its proper

place and only used for its intended purpose. Regular hirers must carry out an evacuation every term. (A written record should be kept of these practices and be made available to the Governing Body is requested).

The Hirer is responsible for carrying out risk assessments on a regular basis and these should be made available to the Bursar on request.

During the Period of Hire the Hirer is to be responsible for the efficient supervision of the Premises

The Hirer must prepare and complete attendance registers and keep emergency contact details for any activities involving children. The Hirer is responsible for contacting parents in the event of having to cancel the event.

The Hirer shall use sufficient stewards or assistants to maintain good order during the hiring and expel any person acting in a disorderly manner, or disobeying School or Hirer instructions. In default, the School acting by any authorised officer may expel such persons.

The Hirer shall ensure that no undesirable person is permitted to enter, remain or otherwise make use of the Premises and that no person shall trespass on parts of any School property not included in the hiring.

Use of the premises or grounds only includes use of such areas, adjacent hallways, foyers and toilet facilities as are expressly specified by the hire agreement. All users of the parts of the premises specified under or by virtue of the hiring shall restrict themselves to those areas and shall not enter other parts of the school.

Hirers must ensure that a suitably qualified first aider is available during times of hire. First aid boxes are available throughout the school. Hirers should familiarise themselves with those available in the areas they are using. Please advise the school office if the first aid box is used so that it may be replenished. Records of accidents should be kept and reported to the Bursar.

Performance involving danger to the public shall not be permitted. Highly flammable substances shall not be brought into, or used, in any part of the premises. No internal decorations of a combustible nature (e.g. polystyrene, cotton, hay) shall be undertaken or erected without the consent of the Governing Body.

No unauthorised heating appliances shall be used on the premises. All electrical equipment brought into the premises shall comply with the Electricity at Work Regulations 1989. The Hirer is responsible for the risk assessment of any portable electrical equipment brought into the premises. The Governing Body Council disclaim all responsibility for all claims and costs arising out of or in any way related to such equipment.

No intoxicating liquors are permitted to be brought, sold or consumed on any part of the premises without the express permission in writing of the Governing Body, whose

written consent must be obtained prior to seeking any Occasional License or Permission for the sale of alcoholic liquor.

Nothing shall be done on or in relation to the premises in contravention of the law relating to betting, gaming and lotteries, and the persons or organisations responsible for functions held in the premises shall ensure that the requirements of the relevant legislation are strictly observed.

There shall be no smoking on the school premises or grounds.

The Hirer shall be responsible for obtaining all permissions required in relation to the event including music copyright, performance, entertainment, sale of alcohol and lotteries.

The Governing Body cannot accept responsibility for damage to, or the loss or theft of, hirer's property and effects.

Any special arrangements, such as seating must be requested in the application and any additional costs incurred by the school paid for by the Hirer.

Cars shall not be parked so as to cause an obstruction to, or exits from, the school. In particular the Hirer must ensure that access to the school by emergency vehicles is not obstructed or delayed. The Bursar will inform hirers of the parking arrangements and the routes that must be followed.

The Hirer is responsible for collecting and leaving rubbish in a designated area, in appropriate rubbish sacks.

With the exception of trained guide dogs, animals are not permitted on the school premises without the express permission of the Governing Body.

Hirers of events in the school premises are responsible for ensuring that the noise level of their function does not interfere with other activities within the building nor cause a nuisance for the occupiers of nearby houses.

No bolts, screws, nails, tacks, or adhesives, shall be driven into, or used on, any part of the premises, other than for materials displayed on boards provided specifically for that purpose.

No footwear liable to damage floors may be worn in school buildings. No substance is to be applied to floors to prepare them for dancing.

The premises must be left tidy after use. Should the premises require more than half an hour cleaning time after letting, Hirers will be charged the additional cost.

The Hirer shall accept full responsibility for reimbursement to the Bursar for any additional staffing costs resulting from the use of premises or grounds by the Hirer and cost of reinstating, repairing or replacing any part of the accommodation or any property in or upon the accommodation which is damaged, destroyed, stolen or removed during the letting. The Hirer shall undertake to accept as final and conclusive

the decision of the Trustees as to the fact of any such loss, injury, or destruction and as to the amount of such expenses

Lettings are made on the understanding that the Trustees and Governing Body are indemnified by the Hirer against any loss, damage, costs and expenses during the use of the premises by the hirer except where such loss, damage, costs and expenses are directly attributed to the negligence of the employees of the Governing Body.

The Hirer shall insure with a reputable insurance office against such funds as the Hirer may become liable to pay as compensation, arising out of bodily injury or illness (fatal or otherwise) to any person and/or costs, fees, expenses, loss or damage caused to property or the premises by any act or neglect of himself, his servants, agents or any persons resorting to the premises by reason of the use of the premises by the Hirer

Unless specifically agreed by the Bursar, the insurance cover shall provide a limit of indemnity of not less than £2,000,000 in respect of any one incident and to include for the premises including liability for fire and explosion risks arising from the hire of the premises

The Hirer shall provide a copy of the insurance policy for the lettings to the Bursar prior to the event.

The Hirer will indemnify the Governing Body against any damage theft losses claims demands actions proceedings damages costs or expenses arising as a result of the hire of the Premises by the Hirer including the cost of reinstating, repairing or replacing any part of the Premises or School which is damaged, destroyed, stolen or removed as a result of the hire of the Premises by the Hirer. The evidence of the Governing Body as to the costs or expenses incurred shall be accepted by the Hirer as final, on production of reasonable evidence to support the same.

Appendix 6

National Minimum Standards for Boarding

1. The school does not allow any member of staff (including ancillary staff, sessional/contract staff and volunteers) to work unsupervised with boarders unless that member of staff has been satisfactorily checked with the Criminal Records Bureau.
2. All adults visiting boarding accommodation (eg visitors, outside delivery and maintenance personnel) are kept under sufficient staff supervision to prevent their substantial unsupervised access to boarders or their accommodation.
3. All practicable steps are taken so that boarders are not entrusted to adults who have not been checked through the Criminal Records Bureau for journeys (eg by taxi) which involve giving such adults substantial unsupervised access to boarders.
4. There is a clear school policy restricting access to school premises and boarders by people from outside the school, which is implemented in practice.
5. No public use of school facilities does not establish substantial and unsupervised access to boarders, or boarding accommodation while occupied by boarders, by members of the public (including members of organized groups using the school facilities).