



Malsis School

CHILD PROTECTION POLICY 2009/2010



Malsis School

Cross Hills North Yorkshire BD20 8DT

North Yorkshire/ Malsis Child Protection Policy

Named personnel with designated responsibility for Child Protection

Designated Senior Person	Deputy Designated Senior Person	Nominated Governor	Chair of Governors	E.Y.F.S.
Sister Julie Walters	Mr M Peel	Mrs S I Reynolds	Mr A Johnson	Miss K Ashington

Policy review dates

Review date	Changes made	By whom	Date shared with staff
Jan 2008	Whole new document	Sister J Walters	1 Feb 2008
Sept 2008	Updates	Sister J Walters	8 Sept 2008
Jan 2009	Updates	Sister J Walters	6 Jan 2009
February 2009	New document issued	Sister J Walters	2 February 2009

Training

Designated Person <i>Sister Julie Walters</i>	Feb 06	NSPCC Child Protection Awareness in Health
	Feb 06	A.C.P.C. Understanding Abuse (part 2)
	March 06	A.C.P.C. Working Together Understanding the Process (part 2)
	March 06	A.C.P.C. Inter-Agency Forum on Child Protection
	Sep 06	Pam Baillie, BSA Assistant Training Officer – Safeguarding Children’s Welfare Child Protection
	July 08	Mr Bruce Marshall, BSA Conference for Matrons and Medical Staff. Safeguarding Children’s Welfare
	Nov 08	N.Y.S.C.B. Working together in Child Protection Refresher
	Feb 09	N.Y.S.Y.P.S. Common Assessment Training
	April 09	NSPCC Refresher training (online)
April 09	N.Y.S.C.B. Staying Safe	
Deputy Designated Person <i>Mr Marcus Peel</i>	Sep 06	Pam Baillie, BSA Assistant Training Officer – Safeguarding Children’s Welfare Child Protection
Nominated Governor	April 09	N.Y.S.C.B. Staying Safe
Designated Person with responsibility for safe staff recruitment	April 09	N.Y.S.C.B. Staying Safe
Teaching + Matronal	Sep 06	Pam Baillie, BSA Assistant Training Officer – Safeguarding Children’s Welfare Child Protection
	Jan 09	Bruce Marshall Associates : Child Protection
Ancillary Staff	Jan 06	Sister Julie Walters – Basic child protection

Child Protection 'Refresher' Training

Provided By	Date of Training	Trainees
Sister J Walters	September 2006	Deputy Designated Person, Teaching & Matronal, Ancilliary Staff
Sister J Walters	January 2007	Deputy Designated Person, Teaching & Matronal, Ancilliary Staff
Sister J Walters	September 2007	Deputy Designated Person, Teaching & Matronal, Ancilliary Staff
Sister J Walters	January 2008	Deputy Designated Person, Teaching & Matronal, Ancilliary Staff
Sister J Walters	September 2008	Deputy Designated Person, Teaching & Matronal, Ancilliary Staff
Sister J Walters	January 2009	Deputy Designated Person, Teaching & Matronal, Ancilliary Staff

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INTRODUCTION

This policy applies to all adults, including volunteers, working in or on behalf of the school.

‘Everyone in the education service shares an objective to help keep children safe by contributing to:

- Providing a safe environment for children to learn in education settings; and
- Identifying children who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in the education setting’.

Safeguarding Children and Safer Recruitment in Education DfES 2007

SCHOOL COMMITMENT

Malsis as a community is committed to Safeguarding and Promoting the Welfare of all its pupils. Each pupil’s welfare is of paramount importance. It is the duty of all the Malsis Community to be alert to the possibility of child abuse to the children entrusted in our care. We recognise that children who are abused or neglected may find it difficult to develop a sense of self worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We must always take a considered and sensitive approach in order that we can support all of our pupils.

PROVIDING A SAFE AND SUPPORTIVE ENVIRONMENT

1. Safer Recruitment and Selection

Malsis pays full regard to DfES guidance ‘Safeguarding Children and Safer Recruitment in Education’ Jan 2007. We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and ensuring that Enhanced Criminal Records Bureau clearance has been obtained before the commencement of employment.

Statutory changes, underpinned by regulations, are that:

- A CRB Enhanced Disclosure is obtained for **all** new appointments to the school’s workforce
- A CRB Enhanced Disclosure is obtained for volunteers further to a risk assessment considering the regularity, frequency, duration and nature of contact (see p.49 of above guidance)
- Schools will ensure that any contracted staff are CRB checked where appropriate (see p.53 of above guidance)
- Schools must keep a single central record detailing a range of checks carried out on their staff
- All new appointments to the school workforce who have lived outside the UK are subject to additional checks as appropriate
- Schools must satisfy themselves that supply staff have undergone the necessary checks
- Identity checks must be carried out on all appointments to the school workforce before the appointment is made
- All CRB Enhanced Disclosures are re-assessed every three years.
- Whenever a member of staff assumes new duties involving pastoral care, a new CRB Enhanced Disclosure will be obtained.

2. Safe Practice

Safe working practice ensures that pupils are safe and that all staff:

- Are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- Work in an open and transparent way;
- Discuss and/or take advice from school management over any incident which may give rise to concern;
- Record any incidents or decisions made;
- Apply the same professional standards regardless of gender or sexuality
- Are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

3. Safeguarding Information for Pupils

Malsis is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All pupils know that the School Nurse (Sister Julie Walters) is the key person responsible for Child Protection. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm. P.S.H.E. materials we use to help pupils learn how to keep safe. Pupils can also gain information from the school calendar issued each term (see Appendix 3).

4. Partnership with Parents

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.

Malsis will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm. We encourage parents to discuss any concerns they may have with the Headmaster (Mr Marcus Peel). We make parents aware of our policy via the website and newsletters and parents are made aware that they can view this policy on request.

5. Partnerships with Others

Malsis recognises that it is essential to establish positive and effective working relationships with other agencies. The Designated Person attends inter-agency forums organised and attended by outside agencies.

6. School Training and Staff Induction

The School Nurse (Sister Julie Walters) has designated responsibility for child protection and undertakes basic child protection and second level training in inter-agency working, and refresher training at two yearly intervals. The Headmaster and all other staff, including non teaching staff, undertake appropriate

induction training to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by refresher training at three yearly intervals.

All staff (including temporary staff and volunteers) are provided with the school's Child Protection Policy and informed of school's child protection arrangements on induction.

7. Support, Advice and Guidance for Staff

Staff will be supported by the Designated Person, the Headmaster and the Pastoral Manager. The designated senior person will be supported by the Headmaster and the Designated Governor. Advice and support is always available from the Educational Social Work Service (see Contacts List, Appendix 1). Advice is available from Children's Social Care duty social worker and the Police Child Abuse Investigation Team (see Contacts List, Appendix 1).

8. Related School Policies

'..... safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as pupil health and safety and bullying and a range of other issues, for example, arrangements for meeting the medical needs of children ... providing first aid, school security, drugs and substance misuse etc. There may also be other safeguarding issues that are specific to the local area or population.' *Safeguarding Children and Safer Recruitment in Education DfES 2007*

- Anti-Bullying Policy (see Appendix 4)
- Safe and Appropriate Use of ICT (see Appendix 5)
- Fire Policy (see Appendix 6)
- Missing Child Policy (see Appendix 7)
- Out of Bounds and General Safety Rules (see Appendix 8)
- First Aid Policy (see Appendix 9)
- Confidentiality Policy (see Appendix 10)
- Professional Code for the Protection of Staff (see Appendix 11)

9. Pupil Information

In order to keep children safe and provide appropriate care for them the school requires accurate and up to date information regarding:

- Names (including any previous names), address and date of birth of child
- Names and contact details of persons with whom the child normally lives
- Names and contact details of all persons with parental responsibility (if different from above)
- Emergency contact details (if different from above)
- Details of any persons authorised to collect the child from school (if different from above)
- Any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions *etc.*)
- If the child has or has been given a Protection Plan in the past (formally known as being on the Child Protection Register).

- Name and contact details of G.P.
- Any other factors which may impact on the safety and welfare of the child.

The school office will collate and securely store access to this information.

The School Nurse will collate and securely store medical and protection documents.

10. Roles and Responsibilities

The Governing Body should ensure that:

- Malsis has a child protection policy and procedures in place that are in accordance with local authority guidance and locally inter-agency procedures and the policy is made available to parents on request.
- Malsis operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children;
- Malsis has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures;
- A senior member of the school's leadership team is designated to take lead responsibility for child protection (and deputy);
- Staff undertake appropriate child protection training;
- They remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements;
- A governor is nominated to be responsible for liaising with the LA and/or partner agencies in the event of allegations of abuse being made against the headmaster.
- Where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate.
- They review their policies and procedures annually and provide information to the LA about them and about how the above duties have been discharged.

The Headmaster should ensure that:

- The policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff;
- Sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities; and
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed reporting/complaints procedure.

The Senior Member of Staff with Designated Responsibility for Child Protection

Referrals

- Refer cases of suspected abuse or allegations to the relevant investigating agencies;
- Act as a source of support, advice and expertise within the educational establishment;
- Liaise with the headmaster to inform him of any issues and ongoing investigations and ensure there is always cover for this role.

Training

- To recognise how to identify signs of abuse and when it is appropriate to make a referral;
- Having a working knowledge of how LSCBs operate, the conduct of a child protection case conference and be able to attend and contribute to these;
- Ensure that all staff have access to and understand the school's child protection policy;
- Ensure that all staff have induction training;
- Keep detailed accurate secure written records and/or concerns
- Obtain access to resources and attend any relevant or refresher training courses at least every two years.

Raising Awareness

- Ensure that child protection policy is updated and reviewed annually and work with the governing body regarding this;
- Ensure parents are made aware of the child protection policy which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later;
- Where a child leaves the establishment, ensure that child protection file is copied for the new establishment a.s.a.p. and transferred to the new school separately from the main pupil file. If a child goes missing or leaves to be educated at home, then the child protection file should be copied and the copy forwarded to the Principal Education Social Worker, County Hall, Northallerton, DL7 8AE.

All Staff and Volunteers

- Fully comply with the school's policies and procedures
- Attend appropriate training
- Inform the designated person of any concerns

IDENTIFYING CHILDREN AND YOUNG PEOPLE WHO MAY BE SUFFERING SIGNIFICANT HARM

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs, which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

Definitions

As in the Children Act 1989 and 2004, a **child** is anyone who has not yet reached his/her 18th birthday.

Harm means ill-treatment or impairment of health and development, including, for example, impairment suffering from seeing or hearing the ill-treatment of another; **Development** means physical, intellectual, emotional, social or behavioural development; **Health** includes physical and mental health; **Ill-treatment** includes sexual abuse and other forms of ill-treatment which are not physical.

Abuse and Neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them, or more rarely, by a stranger. They may be abused by an adult or adults or another child or children.

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 to a child.

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 online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

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 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.

There is now another way a child may be bullied, 'Cyber Bullying' – the use of Information and Communication Technology (ICT), particularly mobile phones and the internet, deliberately used to upset a child.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

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)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate caretakers)
- Ensure access to appropriate medical care or treatment.

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

TAKING ACTION TO ENSURE THAT CHILDREN ARE SAFE AT SCHOOL AND AT HOME

All staff follow the North Yorkshire SCB Child Protection Procedures which are consistent with 'Working Together to Safeguard Children' and 'What To Do If You Are Worried a Child Is Being Abused'.

It is **not** the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, has a duty to recognise concerns and maintain an open mind. Accordingly all concerns regarding the welfare of pupils will be recorded and discussed with the designated senior person with responsibility for child protection (or another senior member of staff in the absence of the designated person) prior to any discussion with parents.

1. Staff will immediately report

- Any suspicion that a child is injured, marked or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- Any explanation given which appears inconsistent or suspicious
- Any behaviours which give rise to suspicions that a child may have suffered harm (*e.g.* worrying drawings or play)
- Any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- Any concerns that a child is presenting signs or symptoms of abuse or neglect
- Any significant changes in a child's presentation, including non-attendance
- Any hint or disclosure of abuse from any person
- Any concerns regarding person(s) who may pose a risk to children (*e.g.* living in a household with children present).

2. Responding to Disclosure

Disclosures of information may be received from pupils, parents or other members of the public. School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity.

Such information cannot remain confidential and staff will immediately communicate what they have been told to Sister Walters (designated person), writing a 'Statement of first Complaint' on the forms provided in the workroom.

Principles

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated person in order that she can make an informed decision of what to do next.

Staff will:

- Listen to and take seriously any disclosure or information that a child may be at risk of harm
- Try to ensure that the person disclosing does not have to speak to another member of school staff.

- Clarify the information
- Try to keep questions to a minimum and of an 'open' nature *e.g.* 'Can you tell me what happened?' rather than 'Did x hit you?'
- Try not to show signs of shock, horror or surprise
- Not express feelings or judgements regarding any person alleged to have harmed the child
- Explain sensitively to the person that they have a responsibility to refer the information to the senior designated person
- Reassure and support the person as far as possible
- Explain that only those who 'need to know' will be told
- Explain what will happen next and that the person will be involved as appropriate

3. Action by the Designated Senior Person (or other senior person in their absence)

Following any information raising concern, the senior designated person will consider:

- Any urgent medical needs of the child
- Making an enquiry to the Central Database **01609 774298** (formerly known as the Child Protection Register)
- Discussing the matter with other agencies involved with the family
- Consulting with appropriate persons *e.g.* ESW service, Social Care within 24hours of disclosure of suspicion of abuse.
- The child's wishes

Then decide:

- Wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
- Whether to make a child protection referral to Social Care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately
OR
- Not to make a referral at this stage
- If further monitoring is necessary
- If it would be appropriate to undertake an assessment (*e.g.* CAF) and/or make a referral for other services.

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to social care will be accompanied by a standard referral form.

- a. The school will designate a practitioner to take lead responsibility for safeguarding children within the EYFA setting and liaising with local statutory children's agencies as appropriate;
- b. (if the provision is registered) inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations:
- c. (if the provision is registered) inform Ofsted of the above, as soon as is reasonably practicable, but at the latest within 14 days.

4. Action following a child protection referral

The designated senior person or other appropriate member of staff will:

- Make regular contact with Social Care
- Contribute to the Strategy Discussion and Initial Assessment
- Provide a report for, attend and contribute to any subsequent Child Protection Conference
- If the child or children are given a Protection Plan, contribute to the Protection Plan and attend Core Group Meetings and Review Child Protection Conferences
- Share all reports with parents prior to meetings
- Where in disagreement with a decision made *e.g.* not to apply Child Protection Procedures or not to convene a Child Protection Conference, discuss this with the Education Safeguarding and Child Protection Manager
- Where a child is on a Protection Plan moves from school or goes missing, immediately inform the key worker in Social Care.

5. Recording and Monitoring

The school will record:

- Information about the child: name (aka), address, d.o.b., those with parental responsibility, primary carers, emergency contacts, names of persons authorised to collect from school, any court orders, if a child is or has been subject to a CP Plan (been on the CP Register)
- Key contacts in other agencies, including GP details
- Any disclosures/accounts from child or others, including parents (and keep original notes)
- All concerns, discussion, decisions, actions taken (dated, timed and signed) and arrangements for monitoring/review

All records should be objective and include:

- Statements, facts and observable things (what was seen/heard)
- Diagram indicating position, size and colour of any injuries (not photograph)

- Words child uses (not translated into 'proper' words)
- Non-verbal behaviours

All C.P. documents will be retained in a 'Child Protection' file, separate from the child's main file. This will be locked away and only accessible to the headmaster and senior designated person. These records will be copied and transferred to any school or setting the child move to, clearly marked 'Child Protection', for attention of Designated Person Child Protection'. If the child goes missing from education or is removed from roll to be educated at home then any Child Protection file should be copied and the copy sent to the Principal Education Social Worker, County Hall, Northallerton, DL7 8AE. Original copies will be retained until the child's 25th birthday.

The school will monitor:

Any cause for concern including where there could be serious child welfare concerns:

- Injuries/marks
- Attendance
- Changes e.g. mood/academic functioning
- Relationships
- Language
- Behaviour
- Demeanour and appearance
- Statements, comments
- Medicals
- Stories, 'news', drawings
- Response to P.E./Sport
- Family circumstances
- Parental behaviour/care of child

The DSP will review all monitoring arrangements in the timescale and manner determined by circumstances, recorded and clearly understood by all concerned.

6. Supporting the Child and Partnership with Parents

- School recognises that the child's welfare is paramount, however good child protection practice and outcome relies on a positive, open and honest working partnership with parents.
- Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child.
- We will provide a secure, caring, supportive and protective relationship for the child.
- Children will be given a proper explanation (appropriate to age and understanding) of what action is being taken on their behalf and why.
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Senior Person will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child.

Allegations regarding person(s) working in or on behalf of school (including volunteers)

Where an allegation is made against any person working in or on behalf of the school that he or she has:

- a. Behaved in a way that has harmed a child or may have harmed a child
- b. Possibly committed a criminal offence against or related to a child or
- c. Has behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

We will apply the same principles as in the rest of this document and we will always follow the NYSCB procedures www.safeguardingchildren.co.uk 8.0 "Child Protection in Specific Circumstances" section 8.13 "Allegations Made Against a Person who Works with Children". Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely in a locked filing cabinet.

Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

Initial Action

- The person who has received an allegation or witnessed an event will immediately inform the headmaster and make a record.
- In the event that an allegation is made against the headmaster the matter will be reported to the Chair of Governors (Mr A Johnson) who will proceed as the "headmaster"
- The headmaster will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs
- The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children
- The headmaster may need to clarify any information regarding the allegation, however no person will be interviewed at this stage
- The headmaster will consult with Education LADO (see Contacts List) in order to determine if it is appropriate for the allegation to be dealt with by school or if there needs to be a referral to Social Care and/or the police for investigation.
- Consideration will be given throughout to the support and information needs of pupils, parents and staff
- The headmaster will inform the Chair of Governors of any allegation.

Appendix 1 CONTACTS

EDUCATION

Principal E.S.W **Alan Critchlow** 01609 532320
07715 540712

CP Managers/LADOs **Rosemary Cannell** 01609 534974
07715 540723

Craven, Harrogate, Selby

Karen Lewis 01609 534200
07715 540711

Hambleton, Richmondshire, Scarb, Whitby, Ryedale

CP Admin, Support **Valerie Hutchinson** 01609 534211

CME Coordinator **Julie Fenny** 01609 532477
(Children Missing Education) cme.coordinator@northyorks.gov.uk

Senior ESWs:

Hambleton & Richmondshire 01609 534455
Scarborough, Whitby & Ryedale 01609 534460
Harrogate 01609 535547
Craven 01609 536765
Selby 01609 536823

Human Resources 0845 0349494

SOCIAL CARE

Customer Relations 01609 536993
Fax: 01609 532009

cru.customer.services@northyorks.gov.uk

Assessment and Safeguarding Teams (Duty Social Workers):

Haywra Street, Harrogate 01609 534287
Brook Lodge, Selby 01757 705421
16 Dean Road, Scarborough 01609 534181
The Close, Northallerton 01609 779922
4 Stockwell Lane, Knaresborough 01609 535212
Ryedale House, Malton 01609 536521
9 The Broadway, Colburn 01609 536737
Armoury House, Skipton 01609 535471

Emergency Duty Team 01609 536993

Child Protection Register 01845 574742

NORTH YORKSHIRE POLICE 0845 6060247

Appendix 2 REFERENCES

Websites

North Yorkshire S.C.B. (CP Procedures & Training)	www.safeguardingchildren.co.uk
Children Missing from Education	cmecoordinator@northyorks.gov.uk
CAPE (Child Protection in Education)	www.cape.org.uk
Keeping Children Safe	www.ceop.gov.uk
KS2/3	www.missdorothy.com
Bullying & Child Abuse	www.antibullyingalliance.org www.kidscape.org.uk www.childline.org.uk www.nspcc.org.uk
Domestic Violence	www.thehideout.co.uk
Internet Safety	www.ceop.org.uk/thinkuknow www.childnet-int.org
KS2/3	www.kidsmart.org.uk
Jenny's Story	www.childnet-int.org/jenny

Documents

DCSF Documents

Safeguarding Children and Safer Recruitment in Education	www.teachernet.gov.uk/childprotection
Extended Work Experience and Child Protection – Supplementary Guidance	
Working Together to Safeguard Children	
“What to do if” and other docs	www.everychildmatters.gov.uk/safeguarding
Information Sharing	www.everychildmatters.gov.uk/resources-and-practice/IG00065/
Making it Happen	www.everychildmatters.gov.uk/search/IG00130

School Documents

Guidance for Safe Working Practice for the Protection of Children and Staff in Education Setting	www.n-yorks.net
Guidance for Staff facing an Allegation of Abuse	
Definitions and Thresholds for Managing Allegations against School Staff	
Managing the Aftermath of Unfounded and Unsubstantiated Allegations	

NEOST Guidance

	www.lg-employers.gov.uk
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Training Materials

Online Basic Awareness Training	www.safeguardingchildren.co.uk
Whole School CP Training	Valerie.hutchinson@northyorks.gov.uk
Materials	www.n-yorks.net
Safe Recruitment Training	www.ncsl.org.uk

Appendix 3 IMPORTANT INFORMATION FOR PUPILS

If you are worried about anything, however small or big a problem, it is important you talk about it.

- If someone is hurting you in any way, or being rough with you
- If someone is being unkind to you, teasing you, sending nasty e-mails or text message, calling you names, or taunting you in a way that makes you feel unhappy.
- Is someone is touching you in a way that makes you feel uncomfortable, or that you do not want, or that you feel is wrong

Is someone is trying to force you to do something that you do not want to do, e.g. steal or tell lies.

You have a perfect right for things to be different.

Therefore

Tell someone you can trust or someone who can help you. It could be:

- A friend
- A senior pupil
- Your Home Room Teacher
- Your Housemaster/Housemistress
- Mrs Dowley (Pastoral Manager)
- Mr Peel or Mrs Peel
- Your Parents
- Our designated person for child protection 'Sister'

Or you can telephone or write to **Childline**, Freepost, London, W1 0BR
Tel 0800 1111

Or you can contact the **NSPCC**, 117 Little Horton Lane, Bradford, West Yorkshire Tel: 0808 8005000

Or you can speak to the School's **Outside Listeners**- two people who know the school and are very happy to listen to any problems or worries. Their names are **Robin and Elizabeth Figg** Tel: 01535 633307 or **Charlotte Common** Tel: 01535 635140, email c.common@btinternet.com)

Do please do something if you have any worries – it does matter.

Appendix 4 – Anti Bullying Policy



Malsis School

Anti-Bullying Policy

The Government has made tackling bullying in schools a key priority and the DCSF has made it clear that no form of bullying should be tolerated. Bullying in our schools should be taken very seriously; it is not a normal part of growing up and it can ruin lives. It is compulsory for all schools to have measure in place to encourage good behaviour and respect for others on the part of pupils, and to prevent all forms of bullying.

Why does Malsis have an Anti-Bullying Policy? Every school is required under the Children's Act to have a Bullying Policy but more importantly WE DON'T WANT BULLYING IN OUR SCHOOL!

Malsis will have regard to the DCSF document 'Bullying – don't suffer in silence.'

All Malsis pupils, staff and parents/guardians are encouraged to access the DCSF website and learn more about bullying. 'Tackling Bullying: Listening to the views of children and young people' is also a good document. (<http://publications.dcsf.gov.uk/eOrderingDownload/RB400.pdf>)

Unfortunately all schools have bullies and Malsis is no exception. This Policy allows parents, pupils and staff to follow the same guidelines. It will help parents and staff recognise when a child is being bullied, gives parents advice on what to do if they think their child is being bullied, and informs them of what the school will do in these circumstances.

At Malsis we believe bullying is wrong and want it to stop it altogether. No one has the right to make a child unhappy.

Bullying is the wilful, conscious desire to hurt, threaten or frighten someone. It can be physical or emotional. Physical bullying can be extortion (taking money or possessions), assault or intimidation (forcing you to do something that you do not want to do e.g. steal). Emotional bullying can be teasing, name calling, taunting or gesturing. There is also now a third form of bullying "Cyber bullying": the use of Information and Communication Technology (ICT), particularly mobile 'phones and the internet, deliberately used to upset someone else.

The following is a list of indicators to watch out for in children who may be suffering from being bullied. Children may:

- Be frightened about going to school, or being at school
- Wet the bed
- Be unwilling to go to school
- Cry themselves to sleep
- Have nightmares and even call out 'leave me alone'
- Have unexplained bruises, scratches and cuts
- Avoid showers and baths
- Have a sudden drop in grades
- Have their possessions 'go missing' or be damaged

- Become withdrawn, start stammering
- Refuse to say what is wrong
- Become distressed, stop eating
- Give improbable excuses to explain any of the above.

If you are a parent and are worried that your child may be showing one or more of these signs, please contact the school and arrange a meeting to discuss your worries. If you are a teacher, please talk to Mrs Demy Dowley (Pastoral Manager) about your concerns. If you are the person being bullied, tell someone – your Personal Tutor, Mr or Mrs Peel, Sister or your parents. **DO NOT SUFFER IN SILENCE.**

As parents, if your child tells you they are being bullied, reassure them that you will do something about it. Contact the school as soon as possible to inform us of the problem. As a caring school we are always willing to listen to any worries or anxieties you may have about bullying. Each case of bullying will be investigated and appropriate action taken.

In all cases of unkindness or bullying, the children concerned will be listened to carefully and sympathetically. All cases of unkindness or bullying will be reported by staff to the Headmaster or Deputy Headmaster, either on an incident form, a concern/contact form or on a complaints form. In minor cases of unkindness, teachers may issue warnings or conduct marks. For persistent unkindness (which we believe amounts to bullying) and for plain 'bullying', the Head or Deputy will decide on an appropriate sanction. This could be a severe warning, a Conduct Mark, a Send Up, isolation of a pupil from others or exclusion from school. In extreme cases, Mr Peel will decide whether the bully stays in school. In all cases of bullying, parents on both sides will be informed if either the bullying persists or in a single case of bullying, if the headmaster judges it to be very serious.

Identifying, understanding and learning about bullying will take place in any number of forums across the school, from School chapel services and assemblies, to PSHE lessons, to Tutor Group discussions, to ordinary lessons themselves, to School Council meetings, to Boarders' Council meetings, to leadership training sessions, to surveys of the children and in the reporting of bullying incidents.

As the child's teacher, the following advice should be used as a guide when talking to parents of the bullied pupil:

- Encourage your child to talk about the situation. Be patient if they are reluctant.
- Sympathise but do not over-react. However, bear in mind that telling a child to ignore it may not be the best course of action.
- Assure them that something will be done.
- Explain to your child that most children are bullied at some time and there is nothing wrong with them.
- Ask if they can think of any way that they can alter the situation.
- Try to prepare your child for taunting and teasing and find out why the name calling is so hurtful.
- Encourage your child to keep a sense of humour and to develop an ability to laugh at themselves.
- Build up your child's confidence as much as possible by praising every effort they make to cope with the situation.
- Build up your child's self-esteem by encouraging them to focus on strengths and talents.

When talking to the parents of the bully, use the following as a guide for advice:

- Discuss the situation with your child. Explain how serious the situation could be.
- Try to impress upon your child the frightening effect their behaviour has upon others.
- Always criticise the behaviour **not** the child.
- Explain clearly that you are working with the school to help them change their behaviour.
- It is extremely important to repeatedly express confidence in your child's ability to change.
- Try to spend time listening and talking to your child. LISTENING CAN BE A POWERFUL RESOURCE.
- Try to increase your child's circle of friends.

Notes

Surveys have shown that the three most helpful factors in preventing, or helping pupils to deal with bullying were friendships, avoidance strategies, and learning to 'stand up for yourself'.

Children don't necessarily want to tell their teachers or parents about bullying so encouraging pupils to contact our 'School Listeners' is an important strategy.

Listening to pupils is vitally important and should form part of our 'whole-school approach' to tackling bullying, that also involves taking action at various levels, including: the development of a positive school ethos; regular reviews of anti-bullying policies and strategies; curriculum development; support and training for teachers; environmental design; and working in partnership with parents.

With your help Malsis would like to be a bully-free zone.

Update March 2009. Marcus Peel

Appendix 5 – Safe and Appropriate Use of ICT



Malsis School

SAFE AND APPROPRIATE USE OF ICT

Malsis is aware that children and adults can be bullied via emails and mobile phone text messages.

Computers

Every pupil at Malsis is asked to read and sign the following document giving Rules for Responsible Computer Use. This document is discussed in ICT lessons by the Head of ICT to ensure that pupils understand why these rules are to be used.

Rules For Responsible Computer Use

The school has installed computers with internet access to aid pupils' learning. These rules will help keep you safe and be fair in your behaviour towards others. This also covers the use of e-mail and the computers in general.

Using the Computers

- I will only access the computer system using the username and password I have been given.
- I will not give my username and password to anyone else.
- I will not attempt to access others' files.
- I will not bring in floppy disks, CDs, DVDs or USB drives from outside school and try to use them on the school computers without permission from the Head of ICT.

Using the Internet

- I will report any unpleasant material to a teacher immediately because this will help protect other pupils and myself.
- I understand that the Head of ICT may check my computer files and may monitor the websites I visit.
- I will not complete or send forms on the internet without permission from the Head of ICT.
- I will not give my full name, home address or telephone number to any establishment advertised on the internet.
- I will not download any files or applications without permission from the Head of ICT.
- I will not use any chat rooms.
- I will not copy work from the internet and claim it is my own.

Using e-mail

- I will only use Malsis School's e-mail system (unless given permission from the Head of ICT) as other email cannot be policed.
- I will report any unpleasant messages sent to me.
- Messages I send will be polite and reasonable.
- I will only e-mail people I know, or that my teacher has approved.

Mobile Telephones

The school policy is that only children whose parents live overseas may have mobile telephones. These are kept in the School Surgery and are only used with the permission of boarding staff. The use of text messages is kept to a minimum and telephones are used mainly for calls to parents or other family members.

Sister J Walters
February 2009

FIRE NOTICE

INSTRUCTIONS TO STAFF

1. In the event of fire it is the duty of all concerned to prevent injury or loss of life.
2. For this purpose, you should make certain that you are familiar with all the means of escape in case of a fire.
3. **If you discover a fire** or one is reported to you, you should:

SOUND THE ALARM

4. Immediately after the fire alarm has been sounded you should:
 - a) See that any doors immediately surrounding the fire situation are closed.
 - b) Escort the persons in your charge from the school in accordance with the detailed fire drill procedure ensuring that all doors through which you pass are closed after you. **ALL windows should be closed.**
 - c) When the persons arrive at the designated assembly points, call the roll and notify the Headmaster or his Deputy at once of the result (e.g. all persons present, or, one missing and the name and likely location, as the case may be).

FIRE NOTICE

FOR CLASSROOMS AND DAY ROOMS

**THE PERSON DISCOVERING A FIRE WILL
OPERATE THE NEAREST FIRE ALARM**

(The Fire Brigade will be called immediately)

ON HEARING THE SIGNAL:

When in class:

**The order to clear will be given by your teacher,
who will indicate the route to be followed.**

When not in class:

**Form single file and move by the most direct route
to the place of assembly.**

At all times ACT QUIETLY!

DO NOT STOP TO COLLECT PERSONAL BELONGINGS

**DO NOT ATTEMPT TO PASS OTHERS ON THE WAY TO
THE PLACE OF ASSEMBLY**

**The place of Assembly is the
1st XI Cricket Pavilion**

Appendix 6 – Fire

CRISIS MANAGEMENT

FIRE AT NIGHT

Upon alarm, staff and children exit according to written instructions and assemble at the pavilion, when the Headmaster (or Chris Anderson in his absence) will take the roll call of pupils and resident staff. A daily updated boarding list is posted on the notice board outside Surgery, which will be used for the roll call. Mrs Peel and Duty Staff to check all dorms, including sick wing and bathrooms, before following the children out. A current parents' address list is kept in the Pavilion for use in an emergency; so are the telephone numbers for the Dog and Gun Public House, together with a torch.

Staff duties during night time fire alarms:

MP (CA)	All boys dorms and bathrooms Then exit Roll call
LP (Duty Staff)	Girls on top floor Sick Wing Then boys' area Then exit

What to do if the building proves unsafe to return to for the remainder of the night:

1. In summer, the pavilion would offer adequate shelter for several hours. Staff living on the grounds will be contacted for help/refreshments *etc*
2. If considered safe by the fire brigade, the D.T. area would give adequate shelter and warmth (in Campion House) for several hours.
3. Arrangements have been made with the proprietor of the Dog and Gun Public House, at the bottom of the school drive, that we may contact them in an emergency and they will shelter the children and staff until morning and provide refreshments and a pick-up and contact point if needed. The Lodge (opposite the Dog and Gun on school grounds) could provide telephone support if necessary.

Dog and Gun telephone number: 01535 633855
Mrs Walker's mobile : 07774 670957

From there, parents' of boarders will be contacted and also parents of day pupils if no school can be held.

If proprietors cannot be raised by phone, we are to ring the bell to private quarters which is located beside the second door at the rear of the building.

Appendix 6 – Fire

MAKE SURE YOU MEMORISE THIS FIRE DRILL (AT NIGHT)

EVERY NIGHT Dressing Gowns **MUST** be placed on the hook provided or over the bottom of your bed. Slippers should be placed so that you can put them on **IMMEDIATELY**

If you hear the fire alarm you must:

GET UP, PUT ON YOUR SLIPPERS AND DRESSING GOWN. DO NOT GO TO THE LAVATORY; DO NOT DRESS

You should walk in **SINGLE FILE**. **Main exits should be used except when this is not possible (only then should emergency exits be used)**. See separate notice.

The dormitory captain should, is possible, shut windows and doors; the last in line should close the doors behind him/her.

DO NOT RUN, WALK AT ALL TIMES!

A. UPPER FLOOR MAIN HOUSE – LP (or Matron) in charge

- (i) **Through door by bathroom and down fire escape. Assemble at Pavilion.**
- (ii) **Downstairs passing Mr Anderson's flat and out the front door. Assemble at Pavilion.**

B. FIRST FLOOR MAIN HOUSE – MP (OR CA) in charge

- (i) **Through bathroom window by Dorm 17 (Aire) and down fire escape. Assemble at Pavilion.**
- (ii) **Downstairs and out front door. Assemble at Pavilion.**

DORMITORY FIRE EXITS

DORMITORY	1ST CHOICE	2ND CHOICE	3RD CHOICE
Pen- y- Ghent Dormitory 14	Fire escape in 1st floor bathroom	Front door	Kitchen door
Whernside Dormitory 15	Fire escape in 1st floor bathroom	Front door	Kitchen door
Ingleborough Dormitory 16	Fire escape in 1st floor bathroom	Front door	Kitchen door
Aire Dormitory 17	Fire escape in 1st floor bathroom	Front door	Kitchen door
Wharfe Dormitory 17a	Fire escape in 1st floor bathroom	Front door	Kitchen door
Strid Boys' Sick Wing	Fire escape in 1st floor bathroom	Front door	Kitchen door
Bluebell Girls' Sick Wing	Fire escape by 2nd floor bathroom	Front door	Fire escape in 1st floor bathroom
Rose Dormitory 20	Fire escape by 2nd floor bathroom	Front door	Fire escape in 1st floor bathroom
Daisy Dormitory 21	Fire escape by 2nd floor bathroom	Front door	Fire escape in 1st floor bathroom
Poppy Dormitory 22	Fire escape by 2nd floor bathroom	Front door	Fire escape in 1st floor bathroom

Appendix 7

MALSIS SCHOOL

Missing Child Procedures

Upon discovering that a child is missing from their form or any other supervised activity during the school day, or at any other time with regards to boarders, the following procedures should be activated:

- The time of the disappearance will be noted.
- Classmates and friends should be asked of the child's whereabouts. Also where and when the child was last seen.
- A check made with the music lesson timetable, the day pupils information sheet sited outside the office and the signing out book in the front hall.
- A check made with the appropriate Form Teacher and/or register.
- Sister/Matron should be contacted to discover whether the child has been taken to sick bay.
- A check with the school office for any further information which may have arisen as the result of a recent phone call to explain the absence.

Should these lines of investigation prove unsuccessful, then the following staff should be notified where appropriate, as a matter of urgency.

Mr Peel or Mrs Peel
The Deputy Headmaster

mobile: 07780 685727, 07770 621371
mobile: 07855 944215

A thorough search of the school premises will be organised and co-ordinated by the Headmaster or Deputy. Any staff involved in the search will have appropriate cover for their lessons arranged and staff available in the common room at that time or in the adjacent classroom will stand in. The search will be co-ordinated from the office and assistance will be sought also from the grounds and maintenance staff.

Setting up of search procedures:

- (1) Boarding areas
- (2) Classroom areas, swimming pool, changing room, toilets and gym.
- (3) Chapel, dining room, stage, D.T. area and sports hall area.

Any other available staff to search around the school starting with immediate area around the school then widen search to cover playing fields and woods. Groundsmen/ maintenance to join in search outside.

All are to confirm, with the main office, that the initial search has been completed before widening the search area to include the school grounds and beyond if necessary. The school office will be manned at all times (where possible, both telephone lines will be manned).

The school secretary will make the child's file available and a photograph if available.

The search will be widened to include the main road into Cross Hills and into Cowling and the back road to Colne. Staff in this phase of the operation **MUST** carry a mobile phone.

This search should be concluded within an hour of the initial report of absence. Parents will be informed and the Police may then be informed: Tel: 01756 793377. If this wider search proves negative, the school will follow the advice of the police in deciding what further action should be taken.

Refreshments will be ordered from the kitchen if appropriate.

Follow up Procedure

- Interview child's friends and record possible reasons for disappearance. Look for evidence of unhappiness, bullying etc.
- Convene emergency staff meeting to discuss the incident, if required.
- Arrange some refreshments for parents, if required.

Re-introducing the child into school and their Form

1. Explain to the Form, and then to the school as a whole, the foolishness, danger and consequences of running away. Highlight the positive aspect of being able to talk to someone about the problem before it becomes a serious issue. i.e. Friends, teachers, matrons etc (see centre pages of calendar)
2. Discuss how the child may be feeling. Apprehensive, frightened etc., and suggest ways of helping him/her back into the Form. Beware of making him or her a hero.
3. The child should be monitored by each teacher in every lesson, and the Headmaster kept informed of any developments until such time that the risk of further problems has diminished. Parents will be informed on a daily basis of how the child is settling back in.
4. A full written report of the incident and follow up actions will be compiled by the Headmaster or Deputy Headmaster and entered into the child's records.

Boarding

Outside the hours of a normal school day, i.e. between 8.15pm and 8.30am each day as well as all day Sunday, the search will follow the same procedures except that the master or mistress on duty will inform the boarding staff and the Headmaster as soon as possible. All available staff on site and those residing within close proximity of the school may be called upon if required, to help with the search.

Search procedures will be set up from the office and will be manned at all times. The Headmaster or Deputy Head, together with the Heads of Boarding, will arrange searches of the school buildings and again expand to the school grounds if required. Staff searching outside should carry a mobile phone.

A reintroduction to the boarding house is essential as soon as possible, and a similar sympathetic approach to the suggested procedure above should be adopted. Again the child should be closely monitored and any concerns passed on to senior staff.

MALSIS SCHOOL

Missing Child Procedures

(Report 1)

Date: _____

Name of missing child: _____ Age: _____

Form Teacher: *(please print full name)* _____

Housemaster: _____ Day/Boarder: _____

Person reporting missing child: *(please print name)* _____

Time child was first missed: _____

Place where child was last seen: _____

Apparent reason for disappearance if known: _____

School building check list:

- Teaching rooms, including music rooms and toilet area
- Changing rooms
- Gym and pool
- Boot Room
- Tin locker area
- Dining room
- Chapel
- Guest toilets
- Stage area
- Boarding areas (including sick-wing, Clark rooms and Beaufoys)
- D.T. and pottery
- Sports hall and pavilion
- Basement
- Farmyard buildings
- Bell house study area and games room

School grounds check list:

- Rugby and golf area
- Woods and pond area
- Pre-Prep play area
- Donkey field
- Cricket pitches
- Area around farmyard buildings
- Bonfire field
- Woodland by river from Lodge to farm area

MALSIS SCHOOL

Missing Child Procedures (Report 2)

Outcome

Child found by: _____

Full details of location: _____

Visual assessment of child's health and mental state: _____

Reaction of parents/guardians: _____

Signature of person finding the child: _____
(Please print name below signature)

Time: _____

Date: _____

Appendix 8 - Health & Safety

Out of Bounds & General Safety Rules

1. The Pre-Preparatory Department is out of bounds at all times to the main school pupils. Should you want to contact anybody in Pre-Prep, you must go to the office or ask a member of the teaching staff.
2. All staff accommodation in the main school or Campion House is out of bounds to pupils at all times.
3. No pupil is allowed in the school kitchen; pupils should wait quietly at the door of the main dining room.
4. No boys are allowed in the girls' boarding accommodation and likewise no girls are allowed in the boys' boarding accommodation. The only exception to this is during the normal teaching day when girls may visit the Clark Rooms.
5. No pupil is allowed to enter the boiler room area; this is clearly marked and is very dangerous.
6. Pupils may only enter the Design and Technology Department, Gym, Science laboratories and prep-rooms, Sports Hall and Swimming Pool under staff supervision.
7. Children may only play in the woods with permission of a member of the teaching staff and must be supervised by an adult member of staff.
8. The beck, which runs alongside the 9-hole golf course, is out of bounds to all pupils, except when a member of the teaching staff is taking an academic or activity session.
9. The lake area is out of bounds to all pupils except during cross country or mountain biking. The lake area may also be used as part of a lesson, under teacher supervision.
10. The Hope Technology Mountain Bike Trail is out of bounds unless you are supervised by a member of staff on an activity session.
11. Children should avoid the front drive at all times of the day; this includes going to games on the lower field and also going down to either the golf course or donkey field. Any car travelling at speed is very dangerous.
12. Ball games must not be played in the classroom, corridors, dormitories, changing rooms or the tin-locker area.
13. The back drive should be used only to move from the main building to games, design, pottery or the sports hall. There should be no loitering in the Campion Courtyard.
14. Pupils should be very vigilant when near the front of the school. This is part of the car park and at pick up times can be very dangerous. The front of the school is not allowed to be used by pupils going to games pitches, unless accompanied by a member of staff.
15. Children should always be aware of strangers on the campus area. All pupils and adults at the school should report any strangers wandering around the grounds to a member of staff immediately.
16. Children should not touch any fungi growing in the grounds. These can be very poisonous.

Appendix 9 - First Aid Policy



Malsis School

FIRST AID POLICY

Updated: February 2009

First Aid provision is available 24 hours a day during term time. It is the school's aim to provide facilities of the highest quality in medical care, nursing and first aid. Malsis has a fully equipped nursing surgery which is run by a registered nurse, who is also the school's appointed person in charge of first aid.

The School Nurse holds a First Aider at Work Certificate and 24 members of staff (please see attached list) hold Paediatric First Aid Certificates, ensuring that all areas of the school site are covered by a first aider. Certificates are renewed every three years.

As the school site is small, most areas are covered by the first aid kits available in Surgery. However, there are also first aid kits in the Science Lab, Swimming Pool, Pre-Prep, Early Birds and Sundowners, DT Department, Cricket Pavilion and in the school mini-buses. The Science and DT Departments have eye-wash facilities in addition to the first aid kits held there.

Pupils requiring first aid treatment can attend surgery which is situated on the first floor landing in the main school building. When the School Nurse is not on duty, a sign is placed outside the surgery indicating which member of the matron staff is on duty and can provide help. Pupils who are ill or injured are sent from class or the sports field with another pupil to assist them. However, if the illness or injury is severe, an adult will escort them to the surgery or the School Nurse will be called for if necessary.

First Aid kits are sent with the accompanying first aider on all school activities off-site. The first aid kit also contains specific instructions and/or medication for any pupils with medical conditions. Each kit contains accident/incident forms which are completed by the person administering first aid to record who, where, when, the nature of the incident and the treatment given. The completed form is passed to the School Nurse on return to school and the details entered into the Daybook or recorded in the Health and Safety Accident Book. The accident book for injuries to pupils is kept in the surgery; the accident book for injuries to staff and visitors is kept in the school office. All completed accident forms are filed in a locked cabinet in surgery.

If a pupil has received treatment during the day, then parents are informed when collecting their child at the end of the school day. If the child is being collected by someone other than the parent (e.g. lift-share) then a form giving details of the treatment given is sent home. If the incident has been significant, the school nurse or a deputy will telephone parents to inform them.

A folder containing up-to-date COSSHE sheets for all products used in the school is maintained in the Surgery.

Current First Aiders

Sister Julie Walters RN SEN : **First Aider at Work** (renewal due 03/2011)

Mrs Joanne Richards : **First Aid for Child Carers** (renewal due 03/2010)

Mr William Painter: **Emergency First Response Care for Children Instructor** (Renewal 01/2010 – annual renewal)

National Rescue Award for Swimming Teachers and Coaches (Renewal 07/2009)

Speciality Instructor PADI Oxygen First Aid

Paediatric First Aid (renewal due 09/2011)

Matron & Boarding Staff	Teaching Staff	Pre-Prep	Gap Tutors
Christopher Anderson	James Ashworth	Kelly Ashington	Daniel Hattingh
Elaine Brown	Marcus Dalrymple	Claire Greensmith	
Julie Egan-Hallewell	Demy Dowley	Sarah Hill	
Glenda McKenna	Elizabeth Green	Emma Sutcliffe	
Julie Metcalfe	David Morgan	Caroline Wood	
Louise Peel	Maria Naylor	Helen Ziltener	
Andrew Rex	Kate Nayler		
Andrew Raikes	Richard Skillington		
	Timothy Warner		

Appendix 10 - Confidentiality Policy



Malsis School

CONFIDENTIALITY POLICY

Confidentiality is a whole-school issue. This policy covers how information about children (and their families) is dealt with within Malsis.

The purpose of this policy is

- to protect the child at all times,
- to give staff involved clear, unambiguous guidance as to their legal and professional role.
- to ensure good practice throughout the school, which is understood by pupils, parents and staff.

The school understands that it is placed in a position of trust, and a professional approach will be used in all matters of confidentiality.

Parents and children need to be aware that Malsis cannot guarantee total confidentiality. If an issue arises where a child may be at risk of significant harm, the Child Protection Policy will be followed.

Staff should never discuss children (or their families) in the hearing of other children.

Information about children will be shared with their parents. Parents will not have access to any other child's books, marks or progress records.

Parents should be aware that when their child moves on from Malsis, information about their child will be shared with the receiving school.

Any medical information given to staff by Sister is to be kept in a secure place, not accessible to anyone else.

Any documentation that deals with medical concerns and medication is kept locked in the school surgery. Reports on special educational needs are kept in a secure file.

Governors may, at times, be asked to deal with items with complete confidentiality.

Medical information may, with parental consent, be shared with certain members of staff should it be deemed necessary. The Headmaster and/or Sister Walters will decide which members of staff need this information.

A Common Assessment Framework Document may be completed, with parental consent, and shared with members of staff should it be deemed necessary. The Headmaster and/or Sister Walters will decide which members of staff need this information.

Where there has been a breach of confidentiality, the headmaster will investigate the circumstances. If the breach concerns the headmaster then a governor nominated by the chairman of governors will investigate. If a breach of confidentiality leads to a complaint then the school's Complaints Procedure should be followed.

Where appropriate, the headmaster will discipline a member of staff found to have breached confidentiality. Depending on the seriousness of the breach, disciplinary action may be an unofficial verbal warning, an official verbal warning or an official written warning. Very serious cases will be referred to the governing body. In all cases, staff will have a right of appeal to the governing body.

Where a parent or guardian is found to have breached confidentiality on previously agreed matters to do with the school's operation then the headmaster will investigate and refer all matters to the governing body.

Update 9/3/09 Marcus Peel

Appendix 11 – Professional Code for the Protection of Staff



Malsis School

PROFESSIONAL CODE FOR THE PROTECTION OF STAFF Including SAFE RESTRAINT OF PUPILS POLICY

This Professional Code is intended to encourage and sustain an atmosphere of trust in which all colleagues can conduct their professional lives with confidence.

Staff should remember that unwary actions may be misconstrued as unprofessional conduct with potentially damaging effects on careers. It is also the case that precocious or malicious children can manipulate situations to the disadvantage of members of staff. We should be alert to situations where we (ourselves) and other staff (including visiting staff) are potentially vulnerable to false allegations of abuse.

Staff should be aware of the dangers arising from private interviews with children. It is as well to have in mind furniture and seating arrangements, and to take due regard of 'visibility' and 'audibility'.

Meetings with children off school premises, or on car journeys where a member of staff is taking an unaccompanied student, should be made known to another member of staff, and if in doubt, approved by the Headmaster or the Deputy Headmaster.

You should report as quickly as possible any situation which might be misconstrued (e.g. the physical restraint of a student).

Staff should never discuss children (or their families) in the hearing of other children.

Staff should avoid encouraging discussions that have sexual connotations unless these arise from the nature of the Biology, PHSE, Literature/RS (etc) lessons being taught. A short briefing letter should be sent to parents by the Head of Science before sexually sensitive areas of the syllabus are reached; the text should be approved by the Headmaster.

A child will respond positively to a disciplinary situation if the manner of admonishment is not aggressive, vindictive or particularly heated. Children will get things wrong from time to time; they need to learn the lessons from their mistakes and be allowed to move on.

SAFE RESTRAINT OF PUPILS

There should, as a general rule, be no physical contact between staff and students.

Exceptions to the 'no physical contact' rule would include:

- Administering essential First-Aid;
- The technical coaching of games (including providing support during gymnastics, trampolining etc) drama, I.C.T., music ;

- In cases of distress, a child might benefit from an arm around the shoulder as he/she is taken to the Medical Centre, or a hand held when he/she is in pain. In such instances the child should be forewarned and consent given.

The law clearly forbids a teacher to use any degree of physical contact which is deliberately intended to punish, or primarily cause pain, injury or humiliation. The touching, physical restraint, use of force against or constraint of a pupil is something to be approached with great caution. Such acts may result in accusations of either criminal offence or result in civil action based on the following:

- I. Assault and battery
- II. False imprisonment
- III. Sexual assault
- IV. Corporal punishment

Within the requirement of the duty of care that school staff have to their pupils, members of the teaching staff may use reasonable force to prevent a pupil:

- Committing an offence
- Causing personal injury or damage to property
- Engaging in behaviour prejudicial to good order and discipline at the school or amongst its pupils

The use of physical intervention will be seen as the final option and will only be engaged when all other methods have been exhausted, e.g. ordering the pupil to stop, reasoning with the pupil as the situation dictates. Staff are not expected to restrain a pupil if, by doing so, they consider they put themselves at unacceptable risk.

Application of Force

Where it is deemed necessary to use physical force an authorised member of staff must not, except in the most exceptional of circumstances where there is no alternative, do so in a way that might reasonably be expected to cause injury, for example by:

- Holding a pupil around the neck, or by the collar, or in any way that might restrict the ability to breathe;
- Slapping, kicking or punching the pupil or striking the pupil with an object;
- Twisting or forcing limbs against a joint;
- Tripping up a pupil;
- Holding or pulling a pupil by the hair;
- Touching or holding a pupil in any way that might be considered indecent.

Acceptable intervention would include:

- Physically interposing him or herself between pupils or blocking a pupil's path;
- Holding, pushing, pulling or leading by the arm;
- Shepherding a pupil away by placing a hand in the centre of the back;
- Using classroom furniture to restrict movement;

Procedure

If a pupil is behaving in a way that might be deemed appropriate for intervention, the following procedure will be adopted:

1. Use strategies and techniques to diffuse the situation;
2. Send for assistance to adjoining classroom(s) and senior staff;
3. Continue to attempt to diffuse the situation and try to prevent the incident from escalating;

4. Instruct the pupil who is misbehaving to stop and explain the consequences of failing to comply, making it clear that a restraint procedure will be used;
5. Take a calm, measured approach so that you do not give the impression that you have lost your temper, are acting out of frustration or intending to punish the pupil;
6. Continue talking through the incident making it clear that physical contact/restraint will stop as soon as the pupil complies with the instructions
7. Immediately following any use of physical restraint, the reporting procedure (completion of an Incident Form and a Report of Physical Restraint Form) should be completed.
8. Every incident of restraint must be recorded. The record of restraints must be monitored by the Headmaster at least twice per term.

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For further guidance, staff are encouraged to refer to 'Guidance for Safe Working Practice for the Protection of Children and Staff in Educational Settings' (produced by The National Network of Investigation and Support Co-ordinators, February 2005).



Malsis School

REPORT FORM FOR USE FOLLOWING AN INCIDENT INVOLVING USE OF PHYSICAL RESTRAINT

Child/children involved (*please mark House and Personal Tutor*)

Date and time of incident: _____

Location of incident: _____

Names of other staff or pupils who witnessed the incident: _____

Give a full report of the incident, including how the incident began and progressed, details of the pupil's behaviour, what was said by each of the parties, the steps taken to diffuse the situation, the degree of force used, how it was applied and for how long. Indicate the pupil's response and the outcome of the incident including details of any injury suffered by the pupil, another pupil or a member of staff and of any damage to property.