



**DAY WATERMAN  
COLLEGE**

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# Safeguarding Children and Child Protection Policy

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## 1. Introduction

This policy is one of a series in the school's integrated safeguarding portfolio. Our core safeguarding principles are:

- It is the school's responsibility to safeguard and promote the welfare of children
- Children who are and feel safe make more successful learners
- Representatives of the whole-school community of pupils, parents, staff and governors will be involved in policy development and review
- Policies will be reviewed annually, unless an incident or new legislation or guidance suggests the need for an earlier date of review.
- Policy statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in this policy apply to all staff and governors. They are consistent with Day Waterman College and are based on UK best practices. Where possible, the procedures are linked to Nigerian context and are in line with National minimum standards for boarding the working together document and <https://www.keepingchildrensafe.global/>

## 2. Principles and Aims

### *Principles*

- The school will ensure that the welfare of children is given paramount consideration when developing and delivering all school activity
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm in accordance with this guidance
- All pupils and staff involved in child protection issues will receive appropriate support from the senior management of the school who will follow this policy guidance in doing so

### *Aims*

- To provide all staff with the necessary information to enable them to meet their statutory responsibilities to promote and safeguard the wellbeing of children
- To ensure consistent good practice across the school
- To demonstrate the school's commitment with regard to safeguarding children

### 3. Terminology

Safeguarding and promoting the welfare of children refers to the process of protecting children from abuse or neglect, preventing the impairment of their health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective and nurturing care and undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

**Child protection** refers to the processes undertaken in respect of those children who have been identified as suffering or being at risk of suffering harm.

**Staff** refers to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity.

**Child** refers to all young people who have not yet reached their 18th birthday.

Parent refers to birth parents and other adults who are in a parenting role, for example step parents, foster carers and adoptive parents.

### 4. Context

- (a) This policy is based on best practice procedures in the UK which are underpinned by [Section 175 of the Education Act 2002](#) requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.
- (b) [Section 157](#) of the same act and the [Education \(Independent Schools Standards\) \(England\) Regulations 2003](#) require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the school.

Research suggests that more than 10 per cent of children will suffer some form of abuse. Due to their day-to-day contact with children, school staff are uniquely placed to observe changes in children's behaviour and to recognise the outward signs of abuse. Children may also turn to a trusted adult in the school when they are in distress or at risk. It is vital that school staff are alert to the signs of neglect and abuse and understand the local procedures for reporting and acting upon their concerns (see section 6 for further guidance on this).

## 5. Key Personnel in The School

The **designated senior person** for child protection in this school is:

The Vice Principal Pastoral, Mr Steven Roger

**Contact details:** [steven.roger@dwc.org.ng](mailto:steven.roger@dwc.org.ng)

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The **designated deputy person** in this school is:

The Head of Boarding (Girls), Miss Elizabeth Keshinro

**Contact details:** [elizabeth.keshinro@dwc.org.ng](mailto:elizabeth.keshinro@dwc.org.ng)

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The **nominated child protection governor** for this school is:

Chair – Pastoral Sub-Committee, Mrs Funmito Augusto

**Contact details:** [funmitoedconassociates@gmail.com](mailto:funmitoedconassociates@gmail.com)

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**The Principal is:**

Duncan Gowen

**Contact details:** [duncan.gowen@dwc.org.ng](mailto:duncan.gowen@dwc.org.ng)

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## 6. Roles and Responsibilities

Day Waterman College has a named **Designated Senior Person (DSP)** for safeguarding and child protection.

### **Day Waterman College ensures that the DSP:**

- is appropriately trained
- acts as a source of support and expertise to the school community
- has an understanding of safeguarding and child protection procedures
- keeps written records of all concerns when noted and reported by staff or when disclosed by a child, ensuring that such records are stored securely and reported onward in accordance with this policy guidance, but kept separately from the child's general file
- refers cases of suspected neglect and/or abuse to children's social care or police in accordance with this guidance.
- coordinates the school's contribution to child protection plans
- develops effective links with relevant statutory and voluntary agencies
- ensures that all staff sign to indicate that they have read and understood this policy
- ensures that the child protection policy is updated annually
- keeps a record of staff attendance at child protection training.
- makes this policy available to parents.

The **deputy designated person(s)** is appropriately trained and, in the absence of the designated person, carries out those functions necessary to ensure the ongoing safety and protection of children. In the event of the long-term absence of the designated person, the deputy will assume all of the functions above. The governing body ensures that the school has:

- a DSP for safeguarding and child protection who is a member of the senior leadership team and who has undertaken the approved safeguarding and child protection training in inter-agency working, in addition to basic child protection training
- child protection policy and procedures that are consistent with LSCB requirements, reviewed annually and made available to parents on request
- Procedures for dealing with allegations of abuse made against members of staff including allegations made against the Principal
- Safer recruitment procedures that include the requirement for appropriate checks in line with national guidance (see: [https://www.schoolsrecruitment.dcsf.gov.uk/themes/default/pdfs/content/Safeguarding\\_Children\\_and\\_Safer\\_Recruitment\\_in\\_Education\\_Booklet.pdf](https://www.schoolsrecruitment.dcsf.gov.uk/themes/default/pdfs/content/Safeguarding_Children_and_Safer_Recruitment_in_Education_Booklet.pdf))
- A training strategy that ensures all staff, including the Principal, receive child protection training, with refresher training at three-yearly intervals. The DSP should receive refresher training at two-yearly intervals
- Arrangements to ensure that all temporary staff and volunteers are made aware of the school's arrangements for child protection.

### **The Principal:**

- ensures that the safeguarding and child protection policy and procedures are implemented and followed by all staff
- allocates sufficient time and resources to enable the DSP and deputy to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings
- ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the school's whistle blowing procedures
- ensures that child's safety and welfare is addressed through the curriculum.

## **7. Good Practice Guidelines**

To meet and maintain our responsibilities towards children, the school community agrees to the following standards of good practice.

- treating all children with respect
- setting a good example by conducting ourselves appropriately
- involving children in decision-making which affects them
- encouraging positive and safe behaviour among children
- being a good listener
- being alert to changes in child's behaviour
- recognising that challenging behaviour may be an indicator of abuse
- reading and understanding all of the school's safeguarding and guidance documents on wider safeguarding issues, for example bullying, physical contact, e-safety plans and information-sharing
- asking the child's permission before doing anything for them which is of a physical nature, such as assisting with dressing, physical support during PE or administering first aid
- maintaining appropriate standards of conversation and interaction with and between children and avoiding the use of sexualised or derogatory language
- being aware that the personal and family circumstances and lifestyles of some children lead to an increased risk of neglect and or abuse.

## **8. Abuse of Trust**

All school staff are aware that inappropriate behaviour towards children is unacceptable and that their conduct towards all children must be beyond reproach.

In addition, staff should understand that, under the [Sexual Offences Act 2003](#), it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a child under 18 may be a criminal offence, even if that child is over the age of consent.

The school's Code of Ethical Practice sets out our expectations of staff (see: appendix 1).



## 9. Children Who May Be Particularly Vulnerable

Some children be at increased risk of neglect and or abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse happens, or who have a high level of tolerance in respect of neglect.

To ensure that all of our children receive equal protection, we will give special consideration and attention to children who are:

- disabled or have special educational needs
- living in a known domestic abuse situation
- affected by known parental substance misuse
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- living transient lifestyles
- living in chaotic, neglectful and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality
- involved directly or indirectly in prostitution or child trafficking
- do not have English as a first language.

Special consideration includes the provision of safeguarding information, resources and support services in community languages and accessible formats.

## 10. Support for Those Involved in A Child Protection Issue

Child neglect and abuse is devastating for the child and can also result in distress and anxiety for staff who become involved. We will support the children and their families and staff by:

- taking all suspicions and disclosures seriously
- nominating a link person who will keep all parties informed and be the central point of contact. Where a member of staff is the subject of an allegation made by a child, a separate link person will be nominated to avoid any conflict of interest
- responding sympathetically to any request from a child or member of staff for time out to deal with distress or anxiety
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- storing records securely
- offering details of help lines, counselling or other avenues of external support
- following the procedures laid down in our whistle blowing, complaints and disciplinary procedures
- cooperating fully with relevant statutory agencies.

## 11. Complaints Procedure in Respect of Poor Practice Behaviour

Our complaints procedure will be followed where a child or parent raises a concern about poor practice towards a child that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a child, using sarcasm or humiliation as a form of control, bullying or belittling a child or discriminating against them in some way. Complaints are managed by senior staff, the Principal and governors.

Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures.

## 12. If You Have Concerns About a Colleague

Staff who are concerned about the conduct of a colleague towards a child are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The school's whistle blowing code (appendix 2) enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place. All concerns of poor practice or concerns about a child's welfare brought about by the behaviour of colleagues should be reported to the Principal. Complaints about the Principal should be reported to the chair of governors.

## 13. Allegations Against Staff

When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events can and do happen. A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some adults do pose a serious risk to children's welfare and safety and we must act on every allegation made. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

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

## 14. Staff Training

It is important that all staff have training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern. New staff and governors will receive training during their induction. All staff, including the Principal and governors will complete Educare Level 2 training that is updated at least every three years and the DSP/DDSP/DSG will receive Level 3 training updated at least every two years. All internal staff will receive annual internal training from the DSP.

## 15. Safer Recruitment

Our school endeavours to ensure that we do our utmost to employ 'safe' staff by following the guidance in Safeguarding Children and Safer Recruitment in Education (pp20-54) together with the school's individual procedures.

Safer recruitment means that all applicants will:

- complete an application form
- provide two referees, including at least one who can comment on the applicant's suitability to work with children
- provide evidence of identity and qualifications
- be checked through the Criminal Records Bureau/Background Check as appropriate to their role.

- If an expat produces an up to date and clear International Child Protection Certificate
- be interviewed.

All new members of staff, both teachers and support staff, will undergo an induction that includes familiarisation with the school's safeguarding and child protection policy and identification of their own safeguarding and child protection training needs. All staff sign to confirm they have received a copy of the child protection policy (see: appendix 3). All contract staff will also be instructed on child protection issues.

## 16. Extended School and Off-Site Arrangements

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

When our children attend off-site activities, we will check that effective child protection arrangements are in place.

## 17. Photography and Images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place. To protect children, we will:

- seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- seek parental consent
- use only the child's first name with an image
- ensure that children are appropriately dressed
- encourage children to tell us if they are worried about any photographs that are taken of them.

For an example image consent form, see: appendix 4.

## 18. E-Safety

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

Chat rooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and children are not allowed to access these sites whilst in school. Some children will undoubtedly be 'chatting' on mobiles or social networking sites at home and it is important Day Waterman College teaches them to understand the possible risks.

## 19. Safeguarding and Child Protection Procedures

### *Recognising abuse*

To ensure that our children are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler.

The ten categories of abuse are:

1. Physical abuse, which may involve:
  - hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm
  - someone fabricating the symptoms of, or deliberately inducing, illness.
2. Psychological abuse which includes emotional abuse may involve:
  - conveying to a young person that they are worthless or unloved, inadequate, or valued only because they meet the needs of another person
  - not giving the young person opportunities to express their views, deliberately silencing them or making fun of what they say or how they communicate
  - imposing expectations that are inappropriate to the age or development of the young person (especially where there are additional areas of vulnerability; for example, a learning disability) or preventing them from taking part in normal social interaction
  - seeing or hearing the ill-treatment of someone else
  - serious bullying, including cyberbullying, which causes the young person to frequently feel frightened, intimidated or in danger
  - exploitation or corruption.

Psychological abuse also includes radicalising a child or young person who may be subsequently drawn into terrorist-related activity. You can learn more about radicalisation and the 'Prevent' strategy in the 'Resources' section. There is some level of emotional abuse in all types of abuse, but it may also occur alone.
3. Sexual abuse which may involve:
  - physical contact, including assault by penetration (eg rape or oral sex) or non-penetrative acts (e.g. masturbation, kissing, rubbing and touching outside of clothing)
  - non-contact activities, such as involving young people in looking at or producing sexual images, watching sexual activities, or encouraging young people to behave in sexually inappropriate ways, or grooming a young person in preparation for sexual exploitation – including via the internet.
4. Neglect and acts of omission may involve a parent or carer failing to:
  - provide adequate food, clothing and shelter, including excluding the young person from home or abandoning them
  - protect a young person from physical and emotional harm or danger
  - ensure access to appropriate health, education or social care services.

It also includes:

  - being unresponsive to a young person's basic needs
  - deliberately withholding information about a person's rights or entitlements.
5. Financial or material abuse which may involve:
  - theft or exploitation in financial matters or transactions
  - the misuse or misappropriation of possessions or benefits.
6. Discriminatory abuse which may involve:
  - racist, sexist and religious abuse
  - abuse that is based on a person's disability, size, age, gender or marital status (including harassment, slurs or similar treatment).

7. Organisational abuse; for example, in care homes, young offenders' institutions, pupil referral units, services for those with learning difficulties, substance treatment centres may involve:
  - letting an organisation's procedures or routines get in the way of a person's individual needs; for example, having restrictive bedtimes, not providing adequate activities for mental stimulation or spiritual fulfilment.
8. Domestic abuse – including psychological, physical, sexual, financial, emotional abuse; so called 'honour' based violence.
9. Modern slavery – encompasses slavery, human trafficking, forced labour and domestic servitude. Traffickers and slave masters use whatever means they have at their disposal to coerce, deceive and force individuals into a life of abuse, servitude and inhumane treatment.
10. Self-neglect – this covers a wide range of behaviours, including neglecting to care for one's personal hygiene, health or surroundings and includes behaviour such as hoarding.

Abuse may fall clearly into one category, but in many cases, the abused person may be suffering from several forms of abuse at the same time. For example, constantly threatening and then expelling a young person out of the family home will incorporate psychological abuse and neglect, whilst threatening to spread information about a young person's sexual orientation on social networking sites until money is handed over is discriminatory abuse and financial abuse.

### *The impact of abuse*

When young people experience abuse it can have very serious and long-lasting effects. It can create a lack of self-confidence and self-esteem that is carried over into all areas of their lives and it can have a negative impact that will affect the young person's study and work, their relationships and later, the way they parent their own children. It is also known that abuse, in whatever form it takes, is a major contributing factor in both self-harm and suicide.

When young people are vulnerable, their situation is often made worse because they are frequently overlooked by child protection procedures that focus on younger children and adult procedures that focus on much older adults. In other words, they fall through the safeguarding net, so it is very important that everyone who works with young people is alert to the possibility of abuse in all its forms and is prepared to seek help on their behalf.

### *Indicators of abuse and what you might see*

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

Remember, it is your responsibility to report your concerns. It is not your responsibility to investigate or decide whether a child has been abused.

A child who is being abused and/or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort

- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSP to decide how to proceed. It is very important that you report your concerns – you do not need 'absolute proof' that the child is at risk.

### *Taking action*

Key points to remember for taking action are:

- in an emergency take the action necessary to help the child, for example, call 911
- report your concern to the DSP by the end of the day
- if the DSP is not around, ensure the information is shared with the most senior person in the school that day and ensure action is taken to report the concern to Child Welfare Department
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- complete a record of concern
- seek support for yourself if you are distressed.

### *If you suspect a child is at risk of harm*

There will be occasions when you suspect that a child may be at serious risk, but you have no 'real' evidence. The child's behaviour may have changed; their artwork could be bizarre or you may have noticed other physical but inconclusive signs. In these circumstances, you should try to give the child the opportunity to talk. The signs you have noticed may be due to a variety of factors and it is fine to ask the child if they are alright or if you can help in any way.

Use the welfare concern form (see appendix 4) to record these early concerns. If the child does begin to reveal that they are being harmed, you should follow the advice in the section 'If a child discloses to you'.

If, following your conversation, you remain concerned, you should discuss your concerns with the designated person.

### *If a child discloses abuse*

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

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

#### **During your conversation with the child:**

- Allow them to speak freely.
- Remain calm and do not overreact – the child may stop talking if they feel they are upsetting you.
- Give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’.
- Do not be afraid of silences – remember how hard this must be for the child.
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the child’s mother think about all this.
- At an appropriate time tell the child that in order to help them you must pass the information on.
- Do not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.
- Avoid admonishing the child for not disclosing earlier. Saying ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be your way of being supportive but the child may interpret it that they have done something wrong.
- Tell the child what will happen next. The child may agree to go with you to see the designated person. Otherwise let them know that someone will come to see them before the end of the day.
- Report verbally to the designated person.
- Write up your conversation as soon as possible on the record of concern form and hand it to the designated person.
- Seek support if you feel distressed.

*A record of concern form is provided in appendix 6.*

### *Notifying parents*

The school will normally seek to discuss any concerns about a child with their parents. This must be handled sensitively and the DSP will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, then advice will first be sought from Child Welfare Department.

#### **Referral to children’s social care**

The DSP will make a referral to Child Welfare Department if it is believed that a child is suffering or is at risk of suffering significant harm. The child (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

## *Children with sexually harmful behaviour*

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying procedures where necessary. However, there will be occasions when a child's behaviour warrants a response under child protection rather than anti-bullying procedures. In particular, research suggests that up to 30 per cent of child sexual abuse is committed by someone under the age of 18.

The management of children and young people with sexually harmful behaviour is complex and the school will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator.

## *Confidentiality and sharing information*

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

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

Child protection information will be stored and handled in line with best practice. Information is:

- processed for limited purposes
- adequate, relevant and not excessive
- accurate
- kept no longer than necessary
- processed in accordance with the data subject's rights
- secure.

Record of concern forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

Every effort should be made to prevent unauthorised access and sensitive information should not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. If it is necessary to store child protection information on portable media, such as a CD or flash drive, these items should also be kept in locked storage. Child protection information will be stored separately from the child's school file and the school file will be 'tagged' to indicate that separate information is held.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a child or parent to see child protection records, they should refer the request to the head teacher.

The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

The school's policy on confidentiality and information-sharing is available to parents and children on request.



### *Reporting directly to child protection agencies*

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with Child Welfare Department, and also the Police:

- the situation is an emergency and the designated senior person, their deputy, the head teacher and the chair of governors are all unavailable
- they are convinced that a direct report is the only way to ensure the child's safety.
- Related safeguarding portfolio policies
- Physical intervention and the use of reasonable force
- Personal and intimate care
- Complaints procedure
- Anti-bullying
- Appropriate physical contact
- Whistle blowing
- SEN
- Behaviour
- Missing children
- Safer recruitment
- Managing allegations
- Grievance and disciplinary

# Appendix 1

## Code of Ethical Practice for School Staff

---

All school staff are valued members of the school community. Everyone is expected to set and maintain the highest standards for their own performance, to work as part of a team and to be an excellent role model for our children.

All school staff should:

- place the safety and welfare of children above all other considerations
- treat all members of the school community, including children, parents, colleagues and governors with consideration and respect
- adhere to the principles and procedures contained in the policies in our safeguarding portfolio and in teaching and learning policies
- treat each child as an individual and make adjustments to meet individual need
- demonstrate a clear understanding of and commitment to non-discriminatory practice
- recognise the power imbalances between children and staff, and different levels of seniority of staff and ensure that power and authority are never misused
- understand that school staff are in a position of trust and that sexual relationships with a child, even over the age of 16, may be an offence
- be alert to, and report appropriately, any behaviour that may indicate that a child is at risk of harm
- encourage all children to reach their full potential
- never condone inappropriate behaviour by children or staff
- take responsibility for their own continuing professional development
- refrain from any action that would bring the school into disrepute
- value themselves and seek appropriate support for any issue that may have an adverse effect on their professional practice.

Staff name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix 2

### Whistle Blowing Code for Issues Relating to Children and Young People

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#### **Purpose of The Code**

The school adheres to its whistleblowing policy and procedures that enable staff to raise concerns relating to:

- crime
- a miscarriage of justice
- illegality
- health and safety
- environmental or property damage
- unauthorised use of public funds
- concealing or attempting to cover up any of the above.

This code provides additional information to help staff to understand the role of whistle blowing in the context of poor practice and unacceptable conduct and attitudes towards children.

#### **When to Use the Code**

The whistle blowing procedures and this code may be used by anyone employed by the school in a paid or voluntary capacity who believes they have reason to suspect that the conduct of an employee towards a child is inappropriate.

Inappropriate conduct includes, but is not confined to:

- bullying or humiliation
- contravening health and safety guidelines
- serious breaches of the school's code of ethical practice
- professional practice that falls short of normally accepted standards
- compromising pupils' welfare but in a way that does not meet the threshold for child protection intervention.

#### **Reasons for Blowing the Whistle**

Staff will naturally be reticent to report a concern about the conduct of a colleague. However, each individual must take responsibility for ensuring that children are fairly treated. If poor practice is allowed to continue unchecked, it could escalate with serious consequences.

Your action not only protects children, but also deters any suggestion that you have colluded with poor practice that you knew was occurring but chose to ignore.

Whistle blowing can also support the member of staff who is the subject of the concern. Their conduct may result from inexperience or lack of training that can be addressed by the school, or they may be under stress and be relieved when their conduct is questioned.

Staff who deliberately fail children and show no remorse or desire to improve are unlikely to welcome being exposed, but their conduct has to be confronted for the sake of the child and the reputation of the whole school.

### **Barriers to Whistle Blowing**

Staff may worry that they have insufficient evidence to raise a concern that they will set in train an unstoppable chain of events, that there will be adverse repercussions for their career, that they may suffer harassment or victimisation, or that their suspicion or concern might be totally misplaced.

These concerns are entirely understandable but they can be reassured that whistle blowing procedures addresses these issues.

All concerns are treated in confidence and, as far as possible, their identity will not be revealed if that is their wish. However, absolute confidentiality cannot be guaranteed if, as a result of an investigation, they are required to provide a witness statement or attend a court hearing.

They can, if they prefer, raise their concern anonymously. The school would need to decide whether the levity and credibility of the concern warrants investigation if the source of the concern, and the key evidence, is not readily available.

The school will fully support them and do all it can to protect them from any harassment or adverse repercussions that may arise from whistleblowing. Allegations that prove to be deliberately fabricated and malicious will be dealt with through staff disciplinary procedures. However, no action will be taken against any member of staff who raises a genuine concern that proves to be unfounded.

### **Reporting Procedure**

It may help if they write down, for their own benefit, what they have observed or heard that is causing alarm. One useful way to decide whether their concern should be reported is to consider whether they would want the conduct of this member of staff to continue unchecked if their own child or another young family member was involved.

- They may raise their concern verbally or in writing. They should report their concern directly to the Principal.
- If the Principal is the subject of their concern, speak to the chair of governors.
- A friend, colleague or union representative may accompany them to the meeting if they wish.
- Ensure the Principal or chair informs them of their proposed action and sets a date for a second meeting.
- Timescales will depend on the complexity of the initial inquiry but the case should not be allowed to stall and they should receive initial feedback within 10 working days. The timescale for subsequent feedback should then be agreed.
- Ask for clarification about confidentiality and ensure they have their wishes regarding the protection of your identity recorded.
- Process and outcome

The Principal or chair will make enquiries to establish the facts of the matter and whether poor practice or inappropriate conduct has occurred.

Members of the school community, including governors, may be asked to provide information or advice.

- External advice, for example, from legal or human resources or Child Welfare Department may be sought.
- A written record of the conduct established facts and outcome of the inquiry will be kept.
- The whistleblower will be kept informed of the progress of the inquiry.
- The outcome of the inquiry will be one of the following:
- No poor practice or wrongdoing is established and the case is closed
- The concern has some substance and the subject of the concern will receive advice and support from the head teacher to improve practice
- Poor practice or wrongdoing is established and disciplinary proceedings are initiated
- The concern is more serious and an investigation is initiated. This investigation may involve the local authority's legal team, children's social care or the police.

If, at any stage in the process, there is reason to believe that a child is at risk of significant harm, children's social care will be immediately involved.

### **Further Action**

If you raise a concern and you are dissatisfied with the way it is managed, or the outcome, you may contact the governing body for advice.

## Appendix 3

### Confirmation of Receipt of Safeguarding Children and Child Protection Policy

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Name: \_\_\_\_\_

Date of joining school: \_\_\_\_\_

Post: \_\_\_\_\_

Date of induction: \_\_\_\_\_

Name and designation of staff member responsible for induction:

\_\_\_\_\_

I confirm that I have received and read the school child protection policy.  
I have been made aware of my duty to safeguard and promote children's welfare.  
The procedure for reporting concerns about a child has been explained to me.

Signature: \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Please sign and return this form to the designated senior person:

\_\_\_\_\_

## Appendix 4

### Images Consent Form (Under 18s)

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At **Day Waterman College** we take the issue of child safety very seriously, and this includes the use of images of pupils enrolled in Day Waterman College and local residents under the age of 18 years old. Including images of minors in **School publications** and on **www.dwc.org.ng** can be motivating for the minors involved, and provide a good opportunity to promote the work of the School. However, the School has a duty of care towards minors, which means that minors must remain unidentifiable, reducing the risk of inappropriate contact, if images are used in this way.

We ask that parents/legal guardians consent to the School taking and using photographs and images of their children. We will not ordinarily include the full name of the minor alongside an image but may seek individual permission from the parent/guardian to do so on occasion.

Please complete, sign and return this form to **the Principal at the school**.

I consent to photographs and digital images of the child named below, appearing in **Day Waterman College** printed publications, on **www.dwc.org.ng**, or **publications produced by or the Website of Day Waterman College**. I understand that the images will be used only for School purposes and that the identity of my child will be protected unless I have agreed to the publication of my child's full name. I also acknowledge that the images may also be used in and distributed by other media, such as CD or DVD, as part of the promotional activities of the School.

**Name of child:** \_\_\_\_\_

**Name of parent/carer:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Phone:** \_\_\_\_\_

**Email:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Queries regarding this form should be addressed to the **[contact name and address]**.

## Appendix 5

### School Welfare Concern Form

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Use this form to record any concern about a child's welfare and give it to the designated senior person for child protection:

If you suspect the child may be suffering abuse or neglect, or you have received a disclosure of abuse from a child, or you have heard about an allegation of abuse, you must complete the child protection record of concern form instead, and hand it to the designated person today.

Child's full name: \_\_\_\_\_

Date of this record: \_\_\_\_\_

Why are you concerned about this child? \_\_\_\_\_

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What have you observed and when? \_\_\_\_\_

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What have you heard and when? \_\_\_\_\_

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What have you been told and when? \_\_\_\_\_

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Date and time you handed this form  
to the designated person: \_\_\_\_\_

Class: \_\_\_\_\_

Class teacher/form tutor: \_\_\_\_\_

Your name and designation: \_\_\_\_\_

Signature: \_\_\_\_\_

Have you spoken to the child?  Yes  No

What did they say? Use the child's own words

Have you spoken to anyone else about your concern?  Yes  No

Who? \_\_\_\_\_

Is this the first time you have been concerned about this child?  Yes  No

Further details:

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## Appendix 6

### Record of Concern: Day Waterman College

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Child's details: \_\_\_\_\_

Full name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Telephone: \_\_\_\_\_

Date of birth: \_\_\_\_\_

Gender:  Male  Female

When was the child first admitted to this school? \_\_\_\_\_

Ethnicity and culture: \_\_\_\_\_

Religion: \_\_\_\_\_

Does the child have any disability or special educational need?  Yes  No

Please specify: \_\_\_\_\_

\_\_\_\_\_

Preferred language of child: \_\_\_\_\_

Is any type of language support required to converse with the child?  Yes  No

Please specify: \_\_\_\_\_

\_\_\_\_\_

Does the child know this form has been completed?  Yes  No

If not, why not? \_\_\_\_\_

\_\_\_\_\_

If yes, what did the child say? \_\_\_\_\_

\_\_\_\_\_

**Details of those with parental responsibility**

Name(s): \_\_\_\_\_

\_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Telephone: \_\_\_\_\_

Relationship to child: \_\_\_\_\_

Ethnicity, culture and religion of those with parental responsibility if known:

\_\_\_\_\_

Preferred language of those with parental responsibility: \_\_\_\_\_

Is any type of language support required? \_\_\_\_\_

Do those with parental responsibility have any disability or special need? \_\_\_\_\_

How does this disability or special need affect the child? \_\_\_\_\_

\_\_\_\_\_

Details of any siblings: \_\_\_\_\_

\_\_\_\_\_

Does the child regularly spend time with other carers, for example, after-school or holiday carers, or at a short break service? \_\_\_\_\_

Why are you concerned about this child? \_\_\_\_\_

\_\_\_\_\_

Please provide a description of any incidents/conversations and the dates they occurred. You must make clear what is fact and what is opinion or hearsay. You must not ask the child leading questions or try to investigate the concern yourself:

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What have you observed and when? (This relates to anything you have personally witnessed):

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What have you been told and when? (Write here anything you have been told by the child or any other person. Be clear about who has said what)

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What have you heard and when? (This may be third-party information that is relevant but as yet unsubstantiated)

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If an allegation has been made, give any details you have about the alleged abuser:

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Date and time of this record: \_\_\_\_\_

Your details: \_\_\_\_\_

Full name: \_\_\_\_\_

Position: \_\_\_\_\_

Do those with parental responsibility know this form has been completed?  Yes  No

If not, why not? \_\_\_\_\_

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If yes, what did they say? \_\_\_\_\_

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**NOTE:** Those with parental responsibility should not be contacted by anyone in the school if this could place the child at risk. Speak to the designated person first

Does the child have any visible injury, or have they told you they have been injured?

Yes  No

If yes, has medical advice been sought? \_\_\_\_\_

Has any action already been taken in relation to this concern? (for example, child taken out of class, first aid) \_\_\_\_\_

Name and position of the person this record was handed to:

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Date and time the above person received this record:

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If this record has been handed to anyone other than the designated person please explain

why: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

If you have used additional sheets to complete this record of concern please staple them to this form and write the number of additional sheets here \_\_\_\_\_

Hand this form to the designated person before you go home. If the designated person is unavailable, hand it to their deputy, the head teacher or your line manager.

**NB:** If you do not have certain information, such as the child or family's ethnicity, do not delay handing in the form.

*This policy will be reviewed by the Board of Governors in consultation with the Leadership Team every year and then as part of the whole college policy review process.*