



Ruthin School

INTERACTION WITH PUPILS – MODEL CODE FOR STAFF POLICY	
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Interaction with Pupils - Model Code for Staff

INTRODUCTION

The safety and well-being of every pupil at Ruthin School is of paramount importance. Every child has the right to grow up and to live in a safe environment. All staff have a duty to protect pupils from abuse and bullying and to promote their well-being.

Every member of staff should read this code of conduct in conjunction with Ruthin School's other child protection policies. Staff are invited to review this code of conduct annually and copies are sent to the COM.

SAFER RECRUITMENT

Ruthin School follows the Government's guidelines for the safer employment of staff who work with children. We obtain enhanced Disclosure and Barring Service (DBS) certificates on all new members of staff, temporary staff, visiting and peripatetic staff, who work unsupervised in the school. COM, together with parent helpers who have regular unsupervised access to children are also required to have up to date DBS certificates. DBS certificates are also required for the adult members of the families of members of staff who are accommodated on site. More details are set out in our policy on the induction of new staff, governors and volunteers in child protection. Temporary and permanent staff, including contractor's staff who work on site, volunteer helpers, adults living on site and governors also receive child protection training as part of their induction process. This training is repeated at three yearly intervals.

CHILD PROTECTION OFFICER

Mark Rimmer is Ruthin School's Designated Senior Person (DSP). He has been fully trained for the demands of this role and inter-agency working. He regularly attends courses with other child support agencies to ensure that he remains conversant with best practice. He maintains close links with the North Wales Safeguarding Children's Board (NWSCB)s.

The School's records on child protection are kept on My Concern, a secure reporting system, in the DSP's office and are separated from routine pupil records. Access is restricted to the DSP and the Headmaster. The DSP holds a copy of the Welsh Government's safeguarding guidance together with the LSCB's local safeguarding procedures.

PROMOTING AWARENESS

Our curriculum and pastoral systems, enhanced by the house and boarding systems are designed to foster the spiritual, moral, social and cultural development of all our pupils. All our staff play a role in this process, helping to ensure that all pupils relate well to one another and feel safe

and comfortable within the school. We expect all the staff to lead by example and to play a full part in promoting an awareness that is appropriate to their age amongst all our pupils on issues relating to health, safety and well-being. All the staff, including all non-teaching staff, have an important role in insisting that our pupils always adhere to the standards of behaviour set out in our behaviour policy and in enforcing our anti-bullying policy. Boarding house staff have a particularly important role to play.

Time is allocated in PSHE and tutor time to discussions of what constitutes appropriate behaviour and on why bullying and lack of respect for others is never right. We use opportunities, such as the annual National Anti-Bullying week and the annual Safer Internet Day to teach about the unacceptability of bullying and abusive behaviour and to promote the safe use of the internet and mobile phones, inside and outside of school.

INTERACTION WITH PUPILS

In general, pupils should be encouraged to discuss with their parents or Responsible Adult -issues that are troubling them. It may be appropriate to suggest that a pupil sees the school doctor or another member of the medical staff.

Staff need to ensure that their behaviour does not inadvertently lay them open to allegations of abuse. They need to treat all pupils with respect and try, as far as possible, not to be alone with a child or young person. Where this is not possible, for example, in an instrumental music lesson, or sports coaching lesson, it is good practice to ensure that others are within earshot. Where possible, a gap or barrier should be maintained between teacher and child at all times. Any physical contact should be the minimum required for care, instruction or restraint.

Staff should not communicate with pupils via social media (Face Book, Instagram, WeChat etc) and video sharing sites (such as YouTube). Staff should only contact pupils via School based servers (ie School emails, TEAMS etc). Contact via text or mobiles may not be used for the Safeguarding and wellbeing of pupils except for ease of communication on school trips, medical emergencies and where no other school based system is possible or practicable.

PHYSICAL RESTRAINT

Any physical restraint is only permissible when a child is in imminent danger of inflicting an injury on himself/herself or on another, and then only as a last resort when all efforts to diffuse the situation have failed. Another member of staff should, if possible, be present to act as a witness. All incidents of the use of physical restraint should be recorded on My Concern and will be fully investigated by the DSP who will report the findings to the Headmaster and advise on what steps may be required.

IF A PUPIL REPORTS ABUSE

Pupils who have a problem may speak to someone whom they trust. It is important that the member of staff sets the boundaries firmly at the outset of such a conversation, making it clear that no one can offer absolute confidentiality. A pupil who is insistent upon confidentiality should be referred to an external source, such as ChildLine (details are given in the policy for pupils on

confidentiality issues which is displayed on notices in the boarding houses). If the pupil is only prepared to speak if absolute confidentiality is guaranteed, the member of staff should terminate the conversation at that point. The adult should provide the DSP with a written account of what has transpired as a matter of urgency.

If a pupil decides to speak to a member of staff about the fact that either they, or a pupil known to them, is being bullied, harassed and abused, the member of staff should:

- react professionally and remember that they are not carrying out an investigation (which is a task for specialists);
- take what the child says seriously, and calmly, without becoming emotionally involved;
- make it clear why unconditional confidentiality cannot be offered (drawing on the policy for pupils on confidentiality issues as necessary);
- explain that any adult member of staff is obliged to inform the DSP, if child protection or safeguarding issues are involved, in order that specialist help can be arranged;
- encourage the pupil to speak directly to the DSP;
- explain that only those who have a professional 'need to know' will be told, and, if appropriate, measures will be set up to protect the pupil from retaliation and further abuse;
- reassure the child that he or she was right to tell and that they are not to blame for having being bullied or abused;
- allow the child to tell his or her own story without asking detailed or leading questions;
- record what has been said;
- inform the DSP or the Headmaster as soon as possible - at least by the end of the morning/afternoon session of that day.
- Inform the Headmaster immediately in cases where abuse from a member of staff is alleged or if the incident happened inside the school or on a school trip. (If the Headmaster is unavailable - or is involved - the Chairman of Council of Management should be told immediately).
- Where there are evident signs of physical injury, that may (or may not) be the result of abuse or bullying, medical help should be summoned, or the pupil should be taken to the medical room. In serious cases, the police should be informed from the outset.

ROLE OF SCHOOL MEDICAL STAFF

Health professionals in a school operate within their own professional guidelines, which include an obligation to refer cases of abuse to the DSP and or the Headmaster. The school nurses hold a copy of the Department of Health's child protection guidelines for senior nurses.

ACTION TO PROTECT THE CHILD

Information about possible abuse may come to a member of staff in several ways - direct allegation from a child that has been abused, through a friend, relative or other child, through a child's behaviour or through observation of an injury to the child.

In the case of an allegation being made by the child concerned or by a third party it is important to remember that:

- Defendants have been acquitted where leading questioning or inappropriate investigation has been proven.
- It is vital that subsequent enquiries should not be prejudiced by detailed questioning in school.

A referral, either in writing, or in written confirmation of a telephone call, will always be made to the local social services department to carry out an investigation within 24 hours of an allegation or suspicion of abuse have arisen. The DSP and/or the Headmaster will consider how best to support and monitor the pupil concerned through the process of investigation, liaising closely with parents, carers, the LSCB or other agencies involved to identify the support strategies that will be appropriate.

WHISTLE-BLOWING

If a teacher or member of staff has concerns about the behaviour of another member of staff towards a pupil, he or she should report it at once to the Headmaster. Any concern will be thoroughly investigated under the school's whistle-blowing procedures. If there is evidence of criminal activity, the police will always be informed. Wherever possible, and subject to the rights of the pupil, the member of staff will be informed of the outcome of the investigation. No one who reports a genuine concern in good faith needs to fear retribution.

WHERE A MEMBER OF STAFF HAS CONCERNS ABOUT A PUPIL

If a teacher or other member of staff has concerns about any pupil or incident that touches upon child protection issues, he or she should report them as soon as possible to the DSP, or to the Headmaster.

DEFINITION OF ABUSE

Abuse can affect children of all ages, both sexes, different races and cultures and all social classes. In some cases behaviours or physical injuries suggest clearly that abuse is occurring but in others the signs will be less apparent.

Four categories of abuse are recognised in legislation:

- physical abuse
- neglect
- emotional abuse
- sexual abuse

The NSPCC defines child abuse as:

”Child abuse is the term used when an adult harms a child or a young person under the age of 18.....Child abuse can take four forms, all of which can cause long term damage to a child: physical abuse, emotional abuse, neglect and child sexual abuse. Bullying and domestic violence are also forms of child abuse”.

”A child may be experiencing abuse if he or she is:

- Frequently dirty, hungry or inadequately dressed;
- Left in unsafe situations, or without medical attention;
- Constantly ”put down,” insulted, sworn at or humiliated;
- Seems afraid of parents or carers;
- Severely bruised or injured;
- Displays sexual behaviour which doesn’t seem appropriate for their age;
- Growing up in a home where there is domestic violence;
- Living with parents or carers involved in serious drug or alcohol abuse.”

”Remember, this list does not cover every child abuse possibility. You may have seen other things in the child’s behaviour in circumstances that worry you”.

”Abuse is always wrong and it is never the young person’s fault”.

The severity of impact on a child is believed to increase the longer the abuse continues, the more extensive the abuse, and the older the child.

SYMPTOMS

The NSPCC lists some of the signs and behaviours which may indicate that a child is being abused:

- repeated minor injuries;
- children who are dirty, smelly, poorly clothed or who appear underfed;
- children who have lingering illnesses which are not attended to, deterioration in school work, or significant changes in behaviour, aggressive behaviour, severe tantrums;
- an air of 'detachment' or 'don't care' attitude;
- overly compliant behaviour;
- a 'watchful attitude';
- sexually explicit behaviour (e.g. playing games and showing awareness which is inappropriate for the child's age), continual open masturbation, aggressive and inappropriate sex play;
- a child who is reluctant to go home or is kept away from school for no apparent reason;
- does not trust adults, particularly those who are close;
- 'tummy pains' with no medical reason;
- eating problems, including over-eating, loss of appetite;
- disturbed sleep, nightmares, bed wetting;
- running away from home, suicide attempts;
- self-inflicted wounds;
- reverting to younger behaviour;
- depression, withdrawal;
- relationships between child and adults which are secretive and exclude others;
- pregnancy.

These signs are not evidence themselves; but may be a warning, particularly if a child exhibits several of them or a pattern emerges. It is important to remember that there may be other explanations for a child showing such signs. Abuse is not easy to diagnose even for experts.

PARENTS

In general, we believe at Ruthin School that parents should be informed about any concerns regarding their children. It is important that we are honest and open in our dealings with them. However, concerns of this nature must be referred to the DSP or the Headmaster who will decide on the appropriate response. In a very few cases, it may not be right to inform them of our concerns immediately as that action could prejudice any investigation or place the child at further risk. In such cases, advice will be sought from the LSCB.

REMEMBER

Your aim should be to establish as quickly and accurately as possible the details of the injury or abuse. Questioning should be brief and gentle using open rather than closed questions ("How did it happen?" rather than "Did [] hit you?"). Keep a note of what you heard and saw.

- with care and sensitivity, pass the pupil to the DSP or the Headmaster immediately.

Child protection is always our top priority.