



CHILD PROTECTION POLICY

July 2010

Key Contact list for Safeguarding in Berkshire Maestros
Updated March 2010

Contacts

Designated Child Protection Officer

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Deputy Designated Person

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Designated Trustee

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Key Contacts within Unitary Authorities
West Berkshire

Lead Officer in Education for Safeguarding/Local Authority Designated Officer
(LADO Schools)

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Joan Ball
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West Berkshire

Referral and Assessment Team (R&A)

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Sarah Lewis team manager 01635 503090

Bracknell Forest Childrens Services

01344 351582

RBWM Childrens Services

01628 683150

Child Protection Co-ordinator

01628 683210

Reading Borough Council Childrens Services

01189 553600 (R and A)

01189 553641 – team

Wokingham

01189 445300 (R and A)

Emergency No. Berkshire – all UAs - 'Out of Hours' Duty Team

01344 786543

Child Protection and Sexual Crimes Unit – Police

01189 536390

CHILD PROTECTION POLICY

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“Because of their day to day contact with individual children during the school terms, teachers and other staff are particularly well placed to observe the outward signs of abuse, changes in behaviour or failure to develop.”
(Working Together under the Children Act 1989)

1. PURPOSE

1.1 An effective child protection policy is one which provides clear direction to staff and others about expected behaviour when dealing with child protection issues. An effective policy also makes explicit Berkshire Maestros’ commitment to the development of good practice and sound procedures. This ensures that child protection concerns, referrals and monitoring may be handled sensitively, professionally and in ways which support the needs of the child.

2 INTRODUCTION

2.1 Berkshire Maestros takes seriously its responsibility to protect and safeguard the welfare of children and young people in its care. “The welfare of the child is paramount” (Children Act 1989).

2.2 Section 175 of the Education Act 2002 places a statutory responsibility on the governing body of a school and in the case of Maestros, the Trustees, to have policies and procedures in place that safeguard and promote the welfare of children who are pupils (Safeguarding Children and Safer Recruitment in Education DfES2006 issued November 2006 came into force 1st January 2007).
*(DfES is now **DCFS**- Department for Children, Families and Schools)*

2.3 There are four main elements to our child protection policy;

a) Safer Recruitment processes are followed to ensure that those who are unsuitable to work with children are not employed. All interviews and recruitment processes will involve a member of staff trained in Safer Recruitment.

b) Prevention through the creation of a positive learning environment and the teaching and pastoral support offered to pupils.

c) Protection by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns.

d) Support to pupils who may have been abused.

2.4 This policy applies to all pupils, staff, trustees, volunteers and visitors to Berkshire Maestros.

2.5 This organisation recognises it is an agent of referral only and not of investigation and enquiry.

3 POLICY

3.1 We recognise that for our students, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps to prevent abuse.

We will therefore:

- a) Aim to establish and maintain an environment where students feel safe and secure and are encouraged to talk, and are listened to.
- b) Aim to ensure that students know that there are adults within the organisation who they can approach if they are worried or are in difficulty.
- c) Aim to include in our curriculum, activities and/or opportunities which will help students develop realistic attitudes to the responsibilities of adult life.
- d) Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from schools, UAs and partner agencies.

4. FRAMEWORK

4.1 Child protection is the responsibility of all adults and especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of the UA Local Safeguarding Children Boards

5 ROLES AND RESPONSIBILITIES

5.1 All adults working with or on behalf of children have a responsibility to protect them. There are, however, key people within Maestros, schools and the Unitary Authorities who have specific responsibilities under child protection procedures. The names of those people within Berkshire Maestros carrying out these responsibilities are listed on the cover sheet of this document together with contact details for Childrens Services Departments for the five UAs served by Maestros.

5.2 It is the role of the Designated Child Protection Officer (Lynne Ellis) to ensure that all of the child protection procedures are followed within Maestros and make appropriate contact with school CP officers and LADOs, in accordance with Maestros procedures. If for any reason Lynne is unavailable, the Deputy Designated Child Protection Person (Dawn Garside) will act in their absence (Additionally, it is the role of the Designated Child Protection Officer to ensure all staff employed including temporary staff and volunteers within the organisation

are aware of the Maestros internal procedures, to advise staff and to offer support to those requiring this.)

5.3 The Board of Trustees and Senior Management Team are responsible for ensuring that Maestros follows safe recruitment processes. As part of Maestros recruitment and vetting process, enhanced Criminal Records Bureau (CRB), DCSF List 99/ Vetting and Barring list ISA scheme, and other statutory lists and local intelligence checks will be sought on all staff that have substantial and unsupervised access to children. **This will include parents, volunteers and helpers that have regular contact with students.**

5.4 The role of the Nominated Trustee for Child Protection is to ensure that Maestros has an effective policy, that the Berkshire LSCB Guidelines are complied with and to support Maestros in this aspect. Trustees must not be given details relating to individual child protection cases or situations to ensure confidentiality is not breached. (LCSB = Local Childrens Safeguarding Board)

5.5 The Deputy CPO with the Designated CPO and the CEO will provide an annual report for the Board of Trustees in the Summer Term detailing any changes to the policy and procedures; training undertaken by all staff and trustees and other relevant issues.

5.6 A 'Lead Officer in Education for Safeguarding' is available within all UAs to offer advice and support. Specific training is available from the UA for the school's Designated Child Protection Officer, Deputy DCPO and Designated Trustee.

5.7 The CPO/DCPO will deliver initial and/or refresher Child protection training for staff as appropriate. Refresher training is required every 3 years in line with CRB renewal procedures. Opportunities for training will be provided at regular intervals throughout the year.

6 PROCEDURES

6.1 All action is taken in line with the following guidance;

a) Berkshire Child Protection Procedures (2009)

b) When recruiting to posts which involve working with children and/or vulnerable adults, it is essential that safe recruitment processes are followed, including Criminal Record (CRB) checks. Safeguarding Children and Safer Recruitment in Education (DfES2006, issued November 2006, came into force on 1st January 2007) and can be found on www.everychildmatters.gov.uk

c) "What To Do If You're Worried A Child Is Being Abused" (published by Department of Health, DfES, Department of Culture Media and Sports,

Home Office, Office of Deputy Prime Minister and the Lord Chancellors Department)

d) Working Together to Safeguard Children (2006, Department of Health)

Copies of the above can be found with Dawn Garside.

6.2 Staff are kept informed about child protection responsibilities and procedures through induction, briefings, staff handbook, website and awareness training. There may be other adults working for Berkshire Maestros who rarely work unsupervised, more usually working alongside members of staff. However, the CEO will ensure they are aware of Maestros' policy and the identity of the Designated Child Protection Officer.

6.3 Any member of staff, volunteer or visitor to the school who receives a disclosure of abuse, an allegation or suspects that abuse may have occurred **must** report it immediately to the Designated Child Protection Officer (Lynne Ellis) or in their absence, the Deputy DCPO (Dawn Garside). In the absence of either of the above, the matter should be brought to the attention of the CEO or most senior member of staff available.

6.4 The Designated Child Protection Officer or their Deputy will in the first instance discuss this with the CEO and the Designated Child Protection Officer (often the Headteacher) of the child's school. Following this, the DCPO may need to refer cases of suspected abuse or allegations to the Duty Social Worker on the Referral and Assessment Team of the UA in which the child resides.

6.5 Essential information to be provided will, where possible, include the pupil's name, address, date of birth, family composition, the reason for the referral, whether the child's parents are aware of the referral, the name of person who initially received the disclosure plus any advice given. A telephone referral to the Referral and Assessment Team – in cases where there are immediate safeguarding concerns - should be confirmed in writing within 24 hours. This written confirmation must be signed and dated by the referrer.

6.6 Maestros will always undertake to share our intention to refer a child to the UA Referral and Assessment Team with the parents or carers unless to do so could place the child at greater risk of harm or impede a criminal investigation. Advice will be taken from the UA Referral and Assessment Team.

6.7 A statement in the Maestros' 'Terms and Conditions' will inform parents and carers about our duties and responsibilities under child protection procedures. Parents can obtain a copy of our child protection policy on request.

7 TRAINING AND SUPPORT

7.1 The CEO and all other Maestros' staff who work with children will undertake appropriate child protection awareness training to equip them to carry out their responsibilities for child protection effectively, that is kept up to date by refresher training at three yearly intervals as set out in Safeguarding Children and Safer Recruitment in Education DfES2006. Awareness training in Berkshire UAs is currently called Universal Safeguarding Training (previously level 1).

7.2 Maestros will ensure that the Designated Child Protection Officer, Deputy and Designated Trustee also undertakes refresher training at two yearly intervals to keep knowledge and skills up to date. Temporary staff and volunteers who work with children will be made aware of the Maestros' arrangements for child protection and their responsibilities. There is specific Designated Person training in Berkshire UAs. Currently, training is provided through West Berkshire UA.

7.3 The Safeguarding in Education 'central register' form will be completed by the DCPO and the Deputy DCPO and presented to trustees on an annual basis each year. It may be made available to the UA Officers for safeguarding in Education if appropriate.

7.4 Support will be available for staff from the CEO and DCPO in the first instance, and from other members of the SMT where there are concerns about queries about child protection.

7.5 All staff should have access to advice and guidance on the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are referred to in the staff handbook. Within the important area of Child protection, further guidelines are given within this document on Pages 21-25

8 PROFESSIONAL CONFIDENTIALITY

8.1 Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the child. A member of staff must never guarantee confidentiality to a pupil nor should they agree with a pupil to keep a secret, as where there is a child protection concern this must be reported to the Designated Child Protection Officer and may require further investigation by appropriate authorities. Children can be reassured that only the people who "need to know" will be informed, that this will be the minimum necessary and that information will not become common knowledge.

8.2 Staff will be informed of relevant information in respect of individual cases regarding child protection on a "need to know basis" only. Any information shared with a member of staff in this way must be held confidentially to themselves.

9 RECORDS AND MONITORING

9.1 Well-kept records are essential to good child protection practice. Maestros is clear about the need to record any concern held about a child or children, the status of such records and when these records should be passed over to other agencies.

9.2 Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, must make an accurate record as soon as possible noting what was said or seen, putting the event in context, and giving the date, time and location. Anything disclosed by a child must be written down accurately using the exact language used by the child. All records must be dated and signed and should include the action taken.

9.3 These file notes are kept in a confidential file, which is separate to other files, and stored in a secure place with Lynne Ellis. In the same way notes must be kept of any pupil who is being monitored for child protection reasons.

10. ATTENDANCE AT CHILD PROTECTION CONFERENCES & CORE GROUPS

It is the responsibility of the Designated Child Protection Officer to ensure that Maestros is represented if necessary and a report is submitted to any child protection conference called for any pupil (if Maestros has an involvement in the case). Whoever attends should be fully briefed on any issues or concerns that Maestros has.

11. SUPPORTING PUPILS AT RISK

11.1 Maestros recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth or view the world as a positive place.

11.2 Maestros may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, their behaviour may still be challenging and defiant.

11.3 Maestros will endeavour to support pupils through:

- a) encouraging self-esteem and self-motivation.
- b) our ethos which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.

- c) a consistent approach agreed by all staff which will endeavour to ensure that pupils know that some behaviour is unacceptable but s/he is valued.
- d) liaison, as appropriate, with other professionals and agencies that support the pupils and their families.
- e) a commitment to develop productive, supportive relationships with parents, whenever it is in the child's best interest to do so.
- f) The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations.
- g) recognition that statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse so staff who work in any capacity with children with profound and multiple disabilities, sensory impairment and / or emotional and behavioural problems will need to be particularly sensitive to signs of abuse.
- h) recognition that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support and / or protection.

11.4 This policy should be considered alongside other related policies. These include our policies on physical intervention, bullying and health and safety.

12. SAFE STAFF

12.1 It is essential that the high standards of concern and professional responsibility adopted with regard to alleged child abuse by parents are similarly displayed when members of staff are accused of abuse.

12.2 Only authorised agencies may investigate child abuse allegations (Social Care Services, the Police or in some areas, the NSPCC). Whilst it is permissible to ask the child(ren) simple, non-leading questions to ascertain the facts of the allegation, formal interviews and the taking of statements is not.

12.3 The procedure to be followed in the event of an allegation being made against a member of staff is as follows.

- *In the event of an allegation against a member of staff, the Chief Executive of Berkshire Maestros may suspend that member of staff pending an initial investigation. Where the allegation is of a serious nature, then the matter will be reported to the appropriate authorities and Berkshire Maestros will co-operate fully in any investigation. Where a school has received a complaint, the investigation will be carried out jointly with the school and both parties will attend investigatory meetings. In the event of an allegation against a volunteer, the volunteer's services will be suspended pending an initial investigation by the Company Secretary of Berkshire Maestros in conjunction with the DCPO who may then refer the matter to the appropriate authorities.)*

12.4 The CEO or another member of the SMT will, in the first instance, contact the Chair of Trustees.

12.5 It may be necessary to address matters in accordance with the Maestros disciplinary/capability procedures.

13. USE OF MAESTROS PREMISES BY OTHER ORGANISATIONS

13.1 Where services or activities are provided separately by another body, using Maestros' premises, the Trustees will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection.

14. WHISTLEBLOWING

14.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

14.2 All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. The Maestros 'Whistle Blowing Policy' can be used (see later information sheet, Page 15).

15. POLICY REVIEW

- a) The Board of Trustees is responsible for ensuring the annual review of this policy.
- b) Ensuring that the list of key contacts on this cover sheet is kept up to date.



Child Protection and Safeguarding Checklist for New Staff and Newly Qualified Teachers

Need to know or action immediately

1 Find out who the Designated Child Protection Officer in Maestros is.

Name, contact tel. number/email?

Name:

Contact details:

1.1 What is the name of the member of staff who deputises for the Maestros DCPO?

Name:

Contact details:

1.2 Do you know the name of the DCPO in the schools in which you teach? This should be one of your first questions in each school you visit. Find out and put these names/contact details in your registers.

2 Information to Staff

All staff need to know that 'it can happen here' and then know what to do.

2.1 Have you read the Maestros' Child Protection Policy and procedures and know what to do if you are worried that a child might be being abused?

2.2 Have you been given information as part of your induction about training available on Safeguarding and Child Protection?

2.3 Have you registered with the GTC?

ISA registration number _____

2.4 Have you got your CRB disclosure and carry a copy with you?

Record you number here _____

Record your Child Protection training date here. _____

3 Pupils

3.1 What is the support available to young people who are at particular risk or who have disclosed abuse?

- 3.2 How can you contribute to the ethos of Maestros so that all children and young people feel valued, respected, listened to and taken seriously?

4 Record Keeping

Maestros and all schools have systems for monitoring children in relation to child protection and for recording.

- 4.1 Do you know about how the monitoring and confidential recording system for child protection operates within Maestros and within your schools?

5 Information to Parents

You need to know what Maestros tells parents about child protection.

- 5.1 Have you read the information for parents about child protection in the staff handbook/website

6 Allegations

Staff need to realise that, however rarely, the abuse of children may involve colleagues

- 7.1 Are you aware of the procedures Maestros must follow when an allegation of abuse has been made against a member of staff, a parent helper or volunteer?
- 7.2 Do you feel confident that you know how to conduct yourself in a school in a manner which avoids any possibility of a reasonable person questioning your motivation and intentions? Do you understand how this relates to your dress, language, manner, behaviour etc.?
- 7.3 Have you read and understood the policies and guidance regarding
a) Professional Conduct, including dress – Page 21-25 (Child Protection Policy)
b) Physical Contact/Intervention – Page 16-18 of same.
- 7.4 Have you read and understood The Code of Conduct and Practice for Registered Teachers of the General Teaching Council?
- 7.5 Do you know how to raise concerns about the poor or unsafe practice of adults in Maestros and in your schools in relation to children?
- 7.6 Do you know what to say to a child who seeks to disclose to you and what you have to do subsequently?

Constructive Comments on the policy and procedures in practice:-
Please convey any questions or suggestion for improvement to Dawn Garside

Need to know within the first half term



Safeguarding Children & Young People

Whistle-blowing Guidelines

Principles

- Adults working with young people are often the first to realise that someone's behaviour is, or is likely to cause harm to a child or young person.
- Research tells us also that adults who target children for abuse will often seek out jobs and positions that bring them into close contact with children.
- Maestros is committed to safeguarding and promoting the welfare of every child and expects the highest possible standards of openness.
- We recognise that the decision to report a concern can be a difficult one to make, not least because of the fear of reprisals from those responsible.
- We will not tolerate harassment or victimisation and will take all possible measures to protect anyone who raises concerns in good faith.
- All concerns will be treated in confidence and we will make every effort not to reveal your identity if you so wish. At the appropriate time, however, you may need to come forward as a witness.
- If you voice suspicion in good faith but it is not confirmed by the investigation, no action will be taken against you.
- If the investigation concludes that you have maliciously fabricated the allegations, disciplinary action may be taken against you.

Reporting Procedure

- The earlier a concern is reported the easier it is to take action.
- As a first step, concerns should normally be raised with the CEO or the Designated Officer for Child Protection.
- If your concerns relate to the CEO, then you should raise your concerns with the Chair of Trustees.
- You may wish to consider discussing your concern with a colleague first and you may find it easier to raise the matter if there are two, or more, of you who have had the same concerns.
- If you feel that you cannot approach any of these, the Safeguarding Manager within one of UAs can offer advice and support (*eg. West Berkshire 01635 503159*).
- Concerns are better raised in writing. If you feel this is not possible you can telephone or meet the appropriate person.
- Your report, written or verbal, should set out the background and history of the concern, giving names, dates and places where possible, and the reason why you are concerned about the situation.



PHYSICAL CONTACT/ INTERVENTION POLICY

Introduction

Maestros supports the position taken by the Human Rights Act 1998 and seeks to protect the rights of all children and young people. This policy aims to promote positive management strategies in all its establishments providing for children and young people. The safety and well-being of all staff, children and young people is of paramount importance.

Physical intervention is the use of force to control or restrain children. This raises two major issues:

1. What is reasonable force?
2. What sort of behaviour warrants physical intervention?

There is no legal definition of reasonable force. The use of force can only be regarded as reasonable if the circumstances of the particular incident warrant it and the degree of force employed is proportionate to the level of challenging behaviour presented or the consequences it is intended to prevent.

Acceptable physical intervention can take several forms:

- Physically interposing between children
- Blocking a child's path
- Holding
- Pushing/pulling
- Leading a child by the arm or hand
- Shepherding a child away by placing a hand in the centre of the back
- Using more restrictive holds (in extreme circumstances)

In exceptional circumstances where there is immediate risk of injury, a member of staff may need to take any necessary action that is consistent with the concept of reasonable force. For example, to prevent a young child running off a pavement onto a busy road.

Non-acceptable physical intervention:

- Any corporal punishment
- Holding a child around the neck, by the hair or by the ear
- Slapping, punching or kicking a child
- Twisting or forcing limbs against a joint
- Tripping up a child
- Holding a child face down on the ground

Points to remember:

- Staff should always avoid touching or holding a child in a way that might be considered indecent. (Staff should in any case avoid touching a child at all during any lesson or activity, for any reason, on any part of the body.)
- Range of approaches relating to age, gender, level of physical development and any special educational needs
- Children's sensitivities and sensibilities, their likely perception of situations, their emotional state and their levels of understanding should always be carefully considered.
- Physical interventions should only be used when they are in the best interest of a child and of other children.
- Where children have special educational needs any use of physical intervention, except in a crisis, would be incorporated into the child's Individual Education or Behaviour Plan.

Circumstances in which physical interventions may be required

There are three main circumstances in which physical interventions may be necessary:

1. Where action is necessary in self-defence or because there is an imminent risk of injury
2. Where there is a developing risk of injury or significant damage to property
3. Where a child is behaving in a way that is compromising good order and discipline.

- Staff should always consider carefully whether physical intervention is appropriate. They should try to deal with a situation through other strategies before using force.
- All staff need developed strategies and techniques for dealing with difficult children which they should use to defuse and calm the situation, particularly where there is no direct risk to people and property. As the aim is establishing good order, any action which could exacerbate the situation needs to be avoided.
- The possible consequences of intervening physically, including the risk of increasing the disruption or actually provoking an attack, need to be carefully evaluated.
- Physical intervention should never be used as a substitute for good behavioural management.
- If restraint or physical intervention is necessary, the member of staff should in the first instance ensure another adult is present (to prevent subsequent false allegations) or send another student for adult assistance immediately. Always try to ensure that there are objective witnesses present.

Protocols and Procedures

- Restraint should be used rarely and only when a child is in personal danger, is threatening the safety of other children or when there is wilful damage or the threat of significant damage to property. There needs to be a clear and agreed definition of what constitutes behaviour prejudicial to maintaining good order and discipline.
- All possible steps should be taken before using restraint in crisis intervention, through dialogue, diversion and clear instructions.
- Physical restraint involves holding, detaining and moving children against their will and the restriction of movement.
- Staff need to exercise professional judgement to ensure that only the minimal force necessary is used. Restraint should last for the shortest time possible to achieve its purpose.
- Children and parents or carers should be helped to understand the situations in which restraint may be used and its purpose. A written record should be made where restraint has been necessary and parents should be routinely informed.
- Restraint may be part of a planned strategy for a specific behaviour for a certain child. This should be recorded and agreed with staff, parents, external professionals and wherever possible with the child also.

Risk Assessment

Risk assessments:

- identify preventative and protective measures which need to be put in place
- should always be undertaken on children with known severe behavioural difficulties
- Medical advice should be sought on children's specific conditions and implications for physical intervention.

A child assessed to be at risk of needing physical intervention should be the subject of a formally recorded risk assessment.

This should

- outline the strategies which will be used to defuse situations
- give techniques staff will normally aim to use and those which would be inappropriate
- be reviewed and revised as appropriate, with all relevant staff informed
- wherever practicable, be made known to parents/carers and relevant professionals
- be placed on child's personal file.

Good practice would involve parents/ carers and the children themselves in the proposed strategy

Recording and Monitoring of Incidents

Staff should keep detailed written reports of all incidents where physical interventions have been used. A copy should be handed to the Child Protection Officer (Lynne Ellis) within 24 hours and will be kept securely by her.

Involvement of children, parents and carers

Incidents involving the use of force can cause the parents of the children involved great concern. It is always advisable to inform parents of an incident involving their child, and give them an opportunity to discuss it. The DCPO or CEO, to whom the incident is reported, will need to consider whether that should be done straightaway and whether parents should be told orally or in writing. Staff should **not**, in the first instance, communicate concerns to parents. Discuss all matters with CPO first.

Complaints

Involving parents when an incident occurs with their child, plus a clear policy about physical contact that staff adhere to, should help to avoid complaints from parents.

In the event of a complaint, however, a dispute about the use of force by a member of staff might lead to an investigation, either under disciplinary procedures or under child protection procedures.

In the unlikely event that a complaint results in a disciplinary hearing or a criminal prosecution or in a civil action brought by the child or the parents the panel or court would have regard to the provisions of law and it would also be likely to take account of the policy on restraint, whether that had been followed, and the need to prevent injury, damage or disruption, in considering all the circumstances of the case.

Guidelines for Staff & Volunteers

Berkshire Maestros fully recognises its responsibilities for child protection. Our policy applies to all staff and volunteers working within the organisation and is intended to support the policy of each Unitary Authority in Berkshire.

Below are practical guidelines and procedures which staff and volunteers should adopt in relation to Child Protection.

FAMILIARITY

- Staff should maintain a professional 'distance' from children
- Avoid 'special' relationships.
- Avoid selecting young people for specific activities or privileges to avoid perceptions of favouritism or unfairness.
- Do not intimidate, bully, humiliate, co-erce, threaten or undermine any child or young person.
- Do not use your professional status to form or promote relationships which are of a sexual nature or may become so.
- Only make contact with children for professional reasons and in accordance with Maestros policy as laid out here.
- Never initiate social contact with children outside of the teaching situation; avoid Facebook etc
- Have no secret contact with children.
- Understand that communications may be called into question and need to be justified
- Be aware that social contact in certain situations can be misconstrued
- Avoid any actions which may be interpreted as 'over familiar'.
- Do not make familiar, personal comments to young people about their appearance, dress etc which may be misconstrued. Do not ever call young people 'love', 'darling', 'sweetheart', etc. (Equally, avoid such language/comments when communicating with colleagues.)
- Approve any planned social contact with children with senior colleagues.
- Advise SMT of any social contact with a child that may give rise to a concern
- Avoid sending birthday cards or similar, gifts etc to children, discuss with line manager/SMT if necessary. The giving of gifts can be misinterpreted.
- Exercise great care in situations where a parent comes to depend on you for support outside of your professional role. Discuss with SMT.
- Report and record any incident which suggests that a child/young person may have developed an infatuation with an adult in the work/teaching environment. Discuss with SMT/line manager/parent at the earliest opportunity so that appropriate action can be taken to avoid distress, embarrassment or repercussions.

DRESS AND APPEARANCE

Staff should dress in ways which are appropriate to their role and this may be different to how they dress when not at work. Adults who work with children/young people should ensure they take care that they are dressed appropriately for the specific tasks and activities they undertake. Those who dress in a manner which could be considered as inappropriate could render themselves vulnerable to criticism or allegations.

This means that all Maestros staff should wear clothing which:

- is appropriate to their role
 - can not be regarded as offensive, revealing or sexually provocative
 - does not distract, cause embarrassment or give rise to misunderstanding
 - is absent of political or contentious slogans
 - is not considered to be discriminatory and is culturally sensitive
-
- It is Maestros expectation that all teaching staff, as professionals working in environments with other professional educators, should dress accordingly. This means smart, (shirt/tie) or smart casual.
 - Think carefully about the impression your attire may give to young people, parents and colleagues at all levels.
 - Be sensitive when working with adolescent girls and boys in particular and the signals which may inadvertently be given through inappropriate dress.

PHYSICAL CONTACT

- Physical contact should be avoided in the normal course of teaching. It is recommended that even occasional and limited physical contact - which may be deemed necessary in order to guide the pupil in essential elements of technique. e.g. positioning the hand or correcting the posture of a student – be avoided at all costs. Model, demonstrate or use another student to model but avoid making any physical contact with any student yourself.
- In occasional circumstances, where it is necessary for physical contact, then verbal permission must first be sought from the pupil before invading any personal space and this should only occur in the presence of a third party.
- The teacher should be aware of proximity from the pupil and keep a suitable distance. i.e. one where the pupil does not feel that their personal space is being invaded.
- Teachers are advised to avoid standing behind or leaning over students.
- Physical restraint must not be used except in exceptional circumstances where reasonable restraint may be used to avoid personal injury. (see intervention policy). Restrain for the shortest amount of time possible and by 'long bones' not joints or trunk, neck or head.

ACCOMMODATION

- Where tutors are required to teach in a 1:1 situation, then the teaching room should be viewable from the outside. Where this is not the case then the teacher should bring this issue to the attention of a senior member of Maestros staff and a responsible person in the School / Centre concerned. Doors should be left open in these instances.
- Avoid meetings with young people in remote, secluded areas.
- Inform colleagues/parents about lone situations and assess the need to have them present or close by.
- Avoid use of 'engaged' signs or other. This implies/creates an opportunity for secrecy.
- Avoid home tuition, visits by young people to your home. Under no circumstances should adults **engaged in Maestros work** visit a child/young person in their home or invite a child to their own home. (Self employed teachers who offer private tuition should ensure appropriate insurance and risk assessments are in place for their own protection and that of the young person in such circumstances.) Maestros teaching will not take place in teachers' or students homes. On rare occasions where a visit to a child's home may be necessary (eg. to deliver/collect a child), ideally a risk assessment should be in place prior to the visit, the visit should not be made alone, line manager should be consulted, a written record of the visit should be kept etc. unless in the case of an emergency when a record should be made, kept and be available for scrutiny. If one-off arrangements are required, the adult must ensure the visit is justified, have a discussion with a senior manager and the parents/carers and the arrangement is agreed and recorded. Adults must always have access to a mobile telephone and emergency contact person. Ensure that adult is never exposed to unnecessary risk.

CHILDREN AND YOUNG PEOPLE IN DISTRESS

- Offer reassurance and comfort in an age-appropriate way
- Record actions
- Maintain clear professional boundaries
- Never touch, hug or cuddle a child. Refrain from placing an arm around shoulders. Never touch a child in a way which could be misconstrued or considered indecent.
- Do not assume that children seek physical comfort if they are distressed.
- Report any situation where a child becomes distressed or angry

PERSONAL CARE (tours/trips/outings)

- Avoid visually intrusive behaviour
- Avoid contact if children are in a state of undress (tours...)
- Announce intention of entering rooms by knocking loudly, waiting, announcing that you intend to enter if supervising young people on residential trips
- Do not shower or bathe in the same place as children or with them

- Do not assist in any personal task which young people can undertake for themselves.
- Never share beds with young people and avoid sharing bedrooms unless it is a dormitory situation and the arrangements have been discussed with SMT, parents and the young people and all parties agree in writing.
- If administering first aid, ensure another adult is present and aware of the intended action, explain to the child.
- Ensure parental consent is given in writing for all aspects of the proposed activity in accordance with Maestros offsite and educational visits policies.

TRANSPORTING CLIENTS

- Lifts should not be given to pupils in staff cars except in exceptional circumstances with parental written (or CEO) permission. Car EVF forms must be completed and submitted as part of the Risk Assessment. Insurance cover must be appropriate for business use. Cars must be taxed and roadworthy and maximum capacity must not be exceeded.
- Adults must ensure they are fit to drive, free from alcohol, drugs and medication which may impair judgement or ability to drive, free from health issues which may cause problems whilst driving.
- Adults must be aware that they are responsible for the health and safety of the child until they are passed to a parent/carer other responsible adult.
- Record all such journeys in accordance with Maestros policy and ensure impromptu lifts are recorded and can be justified on the grounds of the child's safety and well-being if questioned.
- Ensure that behaviour is appropriate at all times.
- Place all young people in the back of the car only with seat belts fastened.

CONTACTING CLIENTS BY TELEPHONE / EMAIL

- Calls, emails and texts to parents are acceptable providing there is good reason, however staff should always ask to speak to the parent / carer and never the child.
- Ensure all text messages and/or emails relate to professional information re lessons/music activities only and are formal. (No kisses at the end of messages!)
- Calls, emails and texts to children should be avoided in all cases except in the case of a justifiable emergency situation.
- Permission must always be obtained from parents to communicate via email, text etc.
- Do not use internet or web based communication channels to send personal messages to children.

PHOTOGRAPHY AND IMAGES

- Do not take photographs of children for personal use and ensure that any photographic recording of images is undertaken with due regard to the law and the need to safeguard the privacy, dignity, well-being and safety of young people.

- Informed, written consent must always be obtained from parents/carers and agreement obtained from the young person involved.
- Ensure that young people are appropriately dressed in any recorded images.
- Avoid making images in 1-1 situations or which show a single child with no surrounding context.
- Be able to justify images of children in your possession.
- Be clear about the purpose of the activity, the reason for the images and what will happen to them once the activity is concluded.
- Report any concerns about inappropriate or intrusive photography to SMT.
- Do not display or distribute images of children without parental consent.
- Do not use images which might cause distress.
- Never use mobile phones to take images of children.
- Do not take images 'in secret' or in situations which may be misconstrued.

WHAT TO DO IF ABUSE IS SUSPECTED

- You have a legal duty to report any suspicion of abuse. In the first instance you should inform the Designated Child Protection Officer of the school (if the teaching is during the school day). You must then report that there has been a child protection issue to the DCPO of Berkshire Maestros who is responsible to the CEO for Child Protection matters. If the suspicion of abuse is raised in an 'out of school' or 'after school' situation you must inform the DCPO, or if unavailable, the Deputy DCPO or CEO who will take the necessary action. See flow chart of 'What to Do if You Are Worried....'
- **CEO**
Tel: 0118 901 2370 Email: philiplitchfield@berkshiremaestros.org.uk
- **Designated Child Protection Officer**
Tel: 0118 901 2370 Email: lynneellis@berkshiremaestros.org.uk
- **Deputy DCPO**
Tel: 0118 901 2356 Email: dawngarside@berkshiremaestros.org.uk

WHAT TO DO IF A CHILD OR VULNERABLE ADULT SPEAKS TO YOU ABOUT ABUSE

- Reassure the child that you will take what is said seriously.
- Keep calm.
- Listen. Do not prejudice anything by making judgements.
- Tell the child that you will need to talk to someone else – do not promise confidentiality.
- Be aware that the child may have been threatened, intimidated or made to promise secrecy
- Never push for more information than has been freely given or ask leading questions.
- Hear the allegations clearly. Write down exactly what was said/told to you in the exact language used by the child, not in your own paraphrased words.
- Refer the case to the correct person immediately. (See above)
- Do not discuss the case with anyone else apart from the school's Child Protection Liaison Officer and the Designated Child Protection Officer of Berkshire Maestros, the Deputy DCPO or Chief Executive of Berkshire Maestros

Child Protection and Safeguarding Guidelines for Staff:

What To Do if You Are Worried That a Child is Being Abused

