



APPENDICES

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APPENDIX 1

DISEMINATION OF INFORMATION

The current basic Child Protection Policy is a 7 page document.

There are also 6 appendices the first 5 of which provide extra information about the implementation of Safeguarding within the school. The 6th appendix provides a detailed definition of abuse and is not published on the website. It can be photocopied from the school Parental Information folder or the same level of detailed information can be found on the website of the City of York Safeguarding Children Board.

The Child Protection Policy must be published on the school website and must be handed to any parent on request. It is also held in the Parent Information Folder.

Information for parents/carers in the School Handbook:

"York Steiner School is committed to promoting the health and welfare of all children and if staff see signs that suggest that one of the children may have been the victim of abuse (or is at risk of abuse) staff will follow the procedures laid down by the City of York Council Safeguarding Children Board (CYCSCB)

N.B. Such action in no way infers that any parent/carer or other individual is being accused of wrongdoing. A full version of the School's Child Protection Policy is available on request and is published on the school website."



APPENDIX 2

TOUCH AND PHYSICAL CONTACT BETWEEN CHILDREN AND TEACHERS

Physical Contact

1. It is recognised that hugs and warm physical contact may be an appropriate and comfortable part of school life, particularly with younger children. Usually it is best for adults not to initiate such contact.
2. Reassurance may also appropriately be given for example, through a pat on the arm or shoulder.
3. Physical contact is often necessary in the Early Years Department: Helping children using the toilet, dressing, comfort and general care and is also more likely to occur in general play activities than higher up the school.
4. Some physical contact is necessary to demonstrate exercises or techniques in physical education lessons and games or gymnastics sessions or if staff are administering first aid.
5. Physical contact may be appropriate in craft lessons to help and direct a child.
6. Young children with special educational needs may need staff to provide physical prompts or help.
7. Touching may also be appropriate if a pupil is in distress and needs comforting.
8. Some pupils may be particularly sensitive to physical contact because of their cultural background, or because of abuse.
9. Physical contact with pupils becomes increasingly open to question as pupils reach and go through adolescence.
10. Physical contact in certain sensitive areas of anatomy or placing pressure on joints such as the wrist is inappropriate between any members of the school community.

Physical Restraint

1. Physical restraint should only be used as a last resort, when all other discipline strategies have been applied, in cases where there is an immediate danger to the child or others. Physical restraint may include:
 - physically interposing between pupils
 - blocking a pupil's path
 - holding
 - pushing
 - pulling
 - leading a pupil by the hand or arm
 - shepherding a pupil away by placing a hand in the centre of the back
 - (in extreme circumstances) using more restrictive holds.
2. Wherever possible, the assistance of another adult should be obtained.
3. In exceptional circumstances, where there is an immediate risk of injury, a member of staff may need to take any necessary action that is consistent with the concept of 'reasonable force': E.g. to prevent a young pupil running off a pavement onto a busy road, to prevent a pupil hitting someone or throwing something.
4. Physical force should never be used to coerce a pupil to gain compliance with an adult's instruction.



APPENDIX 3

CHILD PROTECTION WHISTLE BLOWING POLICY **GUIDANCE FOR EMPLOYEES**

Introduction

This guidance is written for staff working with children and young people working in York Steiner School.

Staff must acknowledge their individual responsibilities to bring matters of concern to the attention of senior management and/or relevant agencies. Although this can be difficult this is particularly important where the welfare of children may be at risk.

You may be the first to recognise that something is wrong but may not feel able to express your concerns out of a feeling that this would be disloyal to colleagues or you may fear harassment or victimisation. These feelings, however natural, must never result in a child or young person continuing to be unnecessarily at risk. Remember it is often the most vulnerable children or young person who are targeted. These children need someone like you to safeguard their welfare.

Don't think what if I'm wrong - think what if I'm right

Reasons for whistle blowing

- Each individual has a responsibility for raising concerns about unacceptable practice or behaviour
- To prevent the problem worsening or widening
- To protect or reduce risks to others
- To prevent becoming implicated yourself

What stops people from whistle blowing

- Starting a chain of events which spirals
- Disrupting the work or project
- Fear of getting it wrong
- Fear of repercussions or damaging careers
- Fear of not being believed

How to raise a concern

- You should voice your concerns, suspicions or uneasiness as soon as you feel you can. The earlier a concern is expressed the easier and sooner it is possible for action to be taken
- Try to pinpoint what practice is concerning you and why
- Approach someone you trust and who you will believe will respond
- Make sure you get a satisfactory response - don't let matters rest
- Ideally you should put your concerns in writing.
- A member of staff is not expected to prove the truth of an allegation but you will need to demonstrate sufficient grounds for the concern.

What happens next?

- You should be given information on the nature and progress of any enquiries
- Your employer has a responsibility to protect you from harassment or victimisation
- No action will be taken against you if the concern proves to be unfounded and was raised in good faith
- Malicious allegations may be considered as a disciplinary offence

Self reporting

There may be occasions where a member of staff has a personal difficulty, maybe a physical or mental health problem which they know to be impinging on their professional competence. Staff have a responsibility to discuss such a situation with their line manager so professional and personal support can be offered to the member of staff concerned.

Confidentiality cannot be guaranteed where personal difficulties raise concerns about the welfare or safety of children.

Further advice and support

It is recognised that whistle blowing can be difficult and stressful. Advice and support is available from your line manager, the Child Protection Officer and the human resources provider.

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APPENDIX 4

DEALING WITH INFORMATION WITHIN THE SCHOOL COMMUNITY

1. If a teacher hears of or witnesses anything outside of school that raises concern, but does not necessarily indicate an incident of abuse, the teacher can put a written record in the file, signed and dated. If further evidence comes to light it is then available for the DCPO. If you are unsure either talk to the DCPO in school or contact York Safeguarding Children Board – you should not be required to identify people unless it is felt that the incident needs to be investigated further.
2. If a parent comes to the school with concerns about another child, and the school deems it a CP issue, they will be given the referral number and asked to contact direct, which they are able to anonymously. If the CP named worker considers it necessary, they will follow up to ensure the information has been passed on. It will be made clear that the parent is the person responsible for the information, not the school. We as a school cannot take action.
3. If any information is given to the school second hand about a child's welfare, this is far more difficult for the school to respond. As the information will be hearsay, it may not be substantial enough for the school to take action. It is the responsibility of the parents, or other adults or children who are witnesses of incidents to take action, so that accurate information is passed on appropriately. They will generally be given the referral number themselves to follow up. There may however be circumstances in which school will have to make a referral.

ANY allegation against a member of staff must ALWAYS be treated seriously.

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APPENDIX 5:

RECORD OF CONCERN or DISCLOSURE

Child's Name :			
Class Teacher:			
Date and Time of Concern :			
Your Account of the Concern : (what was said, observed, reported and by whom)			
Additional Information : (your opinion, context of concern/disclosure)			
Your Response : (what did you do/say following the concern)			
Your Name :			
Your Signature :			
Your Position in School :			
Date and Time of this Recording :			
Action and Response of DCPO / Administrator:			
Name: Signature: Date:			

Please continue on other side if necessary. At the end of each block of writing please initial and date.

