



## CHILD PROTECTION POLICY

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Those History People LTD fully recognises the responsibility it has under the education act 2002 to have arrangements in place to safeguard and promote the welfare of children.

As a company Those History People offers a wide range of workshops designed for primary school children. We take the safeguarding and promotion of children's welfare seriously. Working in unison with the requirements of our client schools both in the public and private sector.

Through our contact with pupils during our workshops we understand we have a duty of care that coincides with that of the client school, this includes:

- Identifying concerns early to prevent them from escalating.
- Provide a safe environment in which children can learn.
- Know what to do if a child tells them he/she is being abused, neglected or vulnerable.
- Follow referral process in place in the client school if they have concerns.
- Reporting concerning behaviour of any adults working with the children.

This policy sets out how we as an educational organisation discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at our client school. Our policy applies to all of our teachers working in schools and our office staff as they can be a point of contact if safe guarding issues arise.

The policy sets out two main elements:

- **Procedure:** identifying and reporting cases or suspected cases, of abuse. The definitions of the four categories of abuse are attached (see Appendix A)
- **Prevent unsuitable people working with children.**

### Procedures

If in the event that a Those History People teacher were concerned for the welfare of a child during one of our workshop these concerns could include:

- Child disclosure of abuse of any kind including physical, emotional and neglect.
- Witnessing an incident that causes them concern.
- Observes evidence of physical harm outside of the 'normal' perimeters.

We will follow the procedures set out in our client schools Safeguarding protocols initially reporting the event to the class teacher and then the school safeguarding officer. Completing any paper work as required.

The incident will also be reported to our safeguarding officer **Philip Cooke** and a record made for future reference. In accordance with data protection these records will be kept in a secure place for a period of 5 years after which they will be destroyed.

## Prevent unsuitable people working with children

We at Those History People understand that any adult working with children in any capacity has a duty to keep children safe and protect them from harm - partly exercised through respectful, caring, professional relationships.

All our teachers accept that their role as a Teacher Presenter involves responsibility and trust and they are responsible for their own actions and behaviour avoiding conduct which would lead to questions about motivation and intention.

All teachers have a duty of care for themselves and anyone who may be effected by their actions.

As an employer Those History People has a duty of care for our teachers and staff, requiring provision of a safe working environment and guidance re safer working practice.

As employers we also undertake safer recruitment and all our teachers have full DBS clearance as well as full background checks including identity checks, barred list checks, and professional qualifications checks.

## What can our client schools expect

While our teachers are in our client school, they can expect them to follow the common sense best practice protocols set out below:

- On arriving at a school our teachers will sign in and hand over a copy of their DBS and identification documents.
- Our teachers will act in a professional manner at all times.
- Unless absolutely unavoidable mobile phones will not be taken into school buildings.
- Where possible our teacher will try to ensure that they are never alone with children.
- If our teacher was concerned about an adults interaction with a child on a day, this would also be reported to the class teacher and school's safeguarding officer immediately.
- If a child does or says something to one of our teachers that makes them uncomfortable then they will report it to the class teacher immediately.
- If a child where to make a disclosure, our teachers would report this immediately to the class teacher and safeguarding officer and follow the schools procedures in this regard.

## APPENDIX A

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### Neglect

Neglect is the persistent failure to meet a child's basic physical and or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once child is born neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter. (including exclusion from home or abandonment.
- Protect a child from physical and emotional harm or danger.
- Ensure adequate supervision. ( including the use of inadequate care givers)
- Ensuring access to appropriate medical care of treatment.
- It may also include neglect of or unresponsiveness to child's basic emotional needs Physical.

### Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be cause when a parent or carer fabricates symptoms of, or deliberately induces, illness in a child.

### Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in a sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. women can also commit acts of sexual abuse, as can other children.

### Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of other person. it may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. it may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), cause children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

(taken from 'working together' 2010)