

CHILD PROTECTION (SAFEGUARDING) POLICY & PROCEDURES

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Arnold Aim

- 1) Each Arnold pupil will be guided and supported throughout their time in school by the highest standards of pastoral care.

Policy Statement (1)

- 1) Arnold's whole school child protection policy provides clear direction to staff and others about expected codes of behaviour in dealing with child protection issues.
- 2) The policy also makes explicit the school's commitment to the development of good practice and sound procedures. This ensures that child protection concerns and referrals are handled sensitively, professionally and in ways which prioritise the needs of the child.
- 3) There are three main elements to our Child Protection Policy.
 - a) Prevention: e.g. positive school atmosphere, teaching and pastoral support to pupils.
 - b) Protection: by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns.
 - c) Support to pupils and school staff and to children who may have been abused.
- 4) This policy complies with section 2.2 of the DCSF 'Safeguarding children and safer recruitment in education: statutory guidance': *"Education staff have a crucial role to play in helping identify welfare concerns, and indicators of possible abuse or neglect, at an early stage: referring those concerns to the appropriate organisation, contributing to the assessment of a child's needs and where appropriate to ongoing action to meet those needs. They will also be well placed to give a view on the impact of treatment or intervention on the child's care or behaviour."* (Working Together to Safeguard Children 2006). It also has regard to DfE "Working together to Safeguard Children" and "What to do if you're worried a child is being abused."
- 5) Arnold School recognises that 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 Arnold and the Blackpool/Lancashire Safeguarding Children Board. Arnold school practice in regard of this policy is in accordance with locally agreed inter-agency procedures. Jim Keefe is a member of the Blackpool Safeguarding Children Board (BSCB).
- 6) We recognise that high self-esteem, confidence, peer support and clear lines of communication with trusted adults help all children, and especially those at risk of or suffering from abuse. Arnold will, therefore:
 - a) Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to.

- b) Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty. All pupils should know that they could talk to their tutor, Head of Section/Key Stage, or a member of WSLT/SDMT/JSMT, if they have a problem.
 - c) Include in the curriculum activities and opportunities for PSHE which equip children with the skills they need to stay safe from abuse and/or communicate their fears or concerns about abuse. This is included in the School's PSHE programme.
 - d) Include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills. This is included in the School's PSHE programme.
 - e) Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies.
 - f) Remedy any deficiencies or weaknesses in Child Protection arrangements without delay.
- 7) Arnold School is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's *Equal Opportunity* policy document.

Policy Statement (2)

- 1) This policy applies to all members of the Arnold school community, including those in our EYFS setting and all temporary staff and volunteers.
- 2) Arnold implements this policy through adherence to the procedures set out in the rest of this document.
- 3) This policy is made available to all interested parties in accordance with our *Provision of Information* policy.
- 4) This policy is reviewed at least annually by the Designated Senior Persons, who will report to the Headmaster and Local Governing Body on its implementation on a regular basis.

Key Personnel

- 1) Phil Hayden: DSP, Senior Teacher (Pastoral) and Head of Middle School, responsible for child protection in the Senior School (Back-Up for Junior School/ Kindergarten)
- 2) Katy Wright: DSP, Head of Arnold Junior School is responsible for child protection in the Junior School *and* the Kindergarten (Back-Up for Senior School)
- 3) Katie Hartley: Kindergarten Manager, is the practitioner with responsibility for child protection in the Kindergarten, though not DSP. Nichola Metcalfe is her back-up.
- 4) Sarah Carr: Governor Nominated under Paragraph 31.8 of Safeguarding Children in Education (DfES/0027/2004)

Roles & Responsibilities

- 1) All adults working with or on behalf of children have a responsibility to protect children. There are, however, key people within the School who have specific responsibilities under Child Protection procedures. The names of those carrying these responsibilities for the current year are listed above.
- 2) The Designated Teachers within the School are responsible for the overall implementation and training related to Child Protection procedures and for the necessary contacts with outside agencies, though the Headmaster will always be consulted and briefed.
- 3) The Headmaster is responsible for ensuring that the Designated Teachers are carrying out their responsibilities.
- 4) The Governor responsible for Child Protection, Sarah Carr, is responsible for ensuring that Arnold has effective policies and procedures in place in accordance with statutory guidance. She is also responsible for monitoring the School's compliance with changes in Child Protection. The School's LGB is required by the UCST board to undertake an annual review of the School's Child Protection (Safeguarding) Policy and procedures and the efficiency with which the related duties have been discharged. Neither the Governing Council, nor individual governors, has a role in dealing with individual cases or a right to know details of cases (except when exercising their disciplinary functions in respect of allegations against a member of staff). The Chairman of Governors would co-ordinate action on an allegation made against the Headmaster in liaison with the Local Authority Designated Officer, as per allegation procedures.
- 5) Support and advice is also available from both the Blackpool and Lancashire Child Protection Teams.

Training & Support

- 1) Arnold School will ensure that the Designated Senior Persons attend training relevant to their role at intervals of not longer than 2 years. The Designated Senior Persons will also attend Inter Agency Child Protection training within this timescale.
- 2) All teaching staff were given training in April 2010 on Child Protection issues.
- 3) When appropriate, there will be regular refresher courses delivered during the termly staff INSET. This will inform staff of any new developments in the field of Child Protection.
- 4) The School will ensure that all staff receive a full update on Child Protection issues every three years.
- 5) The Heads of Section/ Key Stage, as well as the Designated Senior Persons, will always be available to provide internal support networks for staff if there are concerns or queries about child protection.

Training for Designated Staff in School

Name of Staff Member / Governor	Date when last attended CP Training	Provided by Whom
Phil Hayden	June 2011 (expires June 2013)	Child protection training uk
Katy Wright	January 2011 (January 2013)	Blackpool

Whole School Child Protection Training

Who attended (e.g. all teaching and welfare / support staff, Governors, volunteers)	Date	Training Delivered by
Teaching Staff	April 2010 (expires April 2013)	Phil Threlfall, Safeguarding Trainer
Support Staff	June 2009 (expires 2012)	Jim Keefe
Kindergarten Staff	November 2009 (expires November 2012)	Jim Keefe
Peripatetic Staff	June 2010 (expires June 2013)	Jim Keefe
Volunteers	When taking on role with an annual refresher	Jim Keefe and Katy Wright
LGB	March 2010 (expires March 2013)	Jim Keefe

Procedures

- 1) Where it is believed that a child is suffering from, or is at risk of significant harm, we will follow the procedures set out in Appendix 1.
- 2) Where allegations of abuse are made by one or more pupils against another pupil advice will be taken from the Blackpool and/or Lancashire Child Protection Teams
- 3) Teaching staff are kept informed of child protection procedures via information in the staff handbook which is updated annually. All new staff will receive induction on child protection procedures.
- 4) Support staff received a briefing in June 2009 so that they know what to do if there are child protection concerns. New staff/volunteers are trained as part of their induction programme.
- 5) The School has a Child Protection statement on the School's website and in the Year 7 joining pack. This informs parents of the school's duties and responsibilities. (See Appendix 4). The full policy is also available on the school website.

Confidentiality

- 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.
- 2) All staff in the School must recognise, and will be trained, that no individual should guarantee a child absolute confidentiality. It must be explained to children that in certain instances the information that they give may have to be shared with others. (*Appendix 3*)
- 3) All staff will be issued with guidelines on listening to Children and dealing with disclosures. (*Appendix 3*)
- 4) When staff have a Child Protection concern they must pass on the information to the Designated Senior Person. They should not discuss the matter with other colleagues. The Designated Senior Person will then co-ordinate any necessary in-school response and, if appropriate, make a Child Protection referral.
- 5) Professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognised in principle by the courts. Any disclosure of personal information to others, [including Children's Social Care Services, must always however, have regard to both common and statute law.
- 6) Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (*Data Protection Act 1998, European Convention on Human Rights, Article 8*). Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, consent may not be possible or desirable but the safety and welfare of a child dictate that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of the case, and legal advice should be sought if in doubt.

Records and Monitoring

- 1) Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concerns held about a child or children within our school, the status of such records and when these records should be passed over to other agencies.
- 2) All pastoral issues are recorded on the School's pupil files or the pastoral database. When it becomes apparent there are child protection concerns the Designated Senior person is contacted. All documentation and notes are then kept in a separate and locked filing cabinet. These are totally separate from other School files and only the Senior Designated Person(s) will have access. No other staff will have access to these files.

- 3) Any notes relating to Child Protection issues will not be returned to other School files. The Designated Senior Person and the appropriate pastoral staff are responsible for monitoring children about whom there are concerns.
- 4) The parents will be informed that a child is being monitored. All documentation will be collated by the Senior Designated Person. If at some point during the monitoring process either of the thresholds for referral (*See Appendix 1 and 2*) are reached, the Designated Senior Person will make the appropriate referral to Social Services.
- 5) If a child transfers or leaves the School, any Child Protection files should be transferred within 15 days. (If a child leaves suddenly and / or the identity of the receiving school is not known, the matter should be brought to the attention of the Education Welfare Officer as soon as possible. This should occur immediately where a child/family 'goes missing' and/or where there are previous or ongoing welfare or child protection concerns. The matter should then be raised immediately with Social Services and / or police, as appropriate and as per the Lancashire/Blackpool Safeguarding Children Board's Procedures (paras. 7.38-39).

Attendance at Child Protection Conferences

The initial child protection conference brings together family members, the child, where appropriate, and those professionals most involved with the child and family, following S47 enquiries. Its purpose is:

- a) To bring together and analyse the available information (about the child's health, development and functioning, and the parent/carer's capacity to ensure safety and promote health and development) in a multi-disciplinary setting;
- b) To make judgements about the likelihood of a child suffering significant harm in the future;
- c) To decide what future action is needed to safeguard the child and promote his or her welfare, how action will be taken forward and with what intended outcomes.

The functions of a child protection conference are to:

- a) To check and share all relevant information
- b) To assess and make decisions about the levels of risk to the child and other children in the household;
- c) To consider whether the causes of concern are well enough understood to develop a child protection plan and agree service provision for the child and family;
- d) To recommend to agencies with statutory powers whether statutory action needs to be taken;
- e) To decide whether a child's name should be placed on the Child Protection Register. (If the decision is not to register, consideration should be given to the needs of the child and family, and need for further agency involvement.)

Those attending the child protection conference should have a significant contribution to make. The child protection review co-ordinator, who is independent of the line management responsibilities for the case, will chair the conference.

One of the School's Designated Senior Persons should represent Arnold at the conference. If this is not possible, a report should be prepared and submitted in advance. Designated Senior Persons will undertake training in Child Protection issues and this will include case conferences.

Supporting Pupils at Risk

Arnold School recognises that children who are abused or who witness violence may find it difficult to develop a sense of self worth and to view the world in a positive way. This school may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may still be challenging and defiant and there may even be moves to consider suspension or exclusion from school.

It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support.

This school will endeavour to support pupils through:

- a) the curriculum, to encourage self-esteem and self-motivation;
- b) the school ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued;
- c) the implementation of school behaviour management policies (*required under the Code of Practice, 1993 Education Act*);
- d) a consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the school setting;
- e) regular liaison with other professionals and agencies who support the pupils and their families;
- f) a commitment to develop productive, supportive relationships with parents, whenever it is in the child's interests to do so;
- g) the development and support of a responsive and knowledgeable staff group trained to respond appropriately in child protection situations.

This policy should be considered alongside other related policies in school: Anti-Bullying; Special Educational Needs; Health and Safety; Rules, Rewards and Sanctions; Computer Use Policy; Handling Allegations of Abuse Against Staff.

We recognise that, statistically, children with behavioural difficulties and disabilities are particularly vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems will need to be particularly sensitive to signs of abuse.

It must also be stressed that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be particularly vulnerable and in need of support or protection.

Safe Schools, Safe Staff

The School has issued explicit advice to all staff in line with the guidance for the protection of children and staff in education. See *Safer Working Practice Policies*.

The school operates safer recruitment procedures (including enhanced CRB checks and compliance with the Independent Schools Standards regulations). See *Group Recruitment and Selection Policies*. The school also ensures that any staff, who are employed through an external agency, such as supply teachers, meet the above requirements. All details are held by Bursar's secretary.

Any allegations made against a member of staff will be dealt with in line with School's staff disciplinary code and Child Protection policy. The relevant procedures for Handling Allegations Against Staff will also be used. The school must communicate readily with a local safeguarding agency whenever an allegation or disclosure of abuse has been made. When deciding whether to make a referral, following an allegation or suspicion of abuse, the head and designated child protection officer should not make their own decision over what appear to be borderline cases, but rather the doubts and concerns should be discussed with the local authority designated officer (LADO). What appears trivial at first can later be revealed to be much more serious, and an allegation of child abuse or neglect may lead to a criminal investigation. Thus the school should not do anything that may jeopardise a police investigation, such as asking a child leading questions or attempting to investigate the allegations of abuse.

Allegations against staff, volunteers or the designated person with responsibility for safeguarding should be reported to the Head or, in the Head's absence, the Deputy Chief Executive (UCST) and the chair of the LGB. It is also advised that the designated person should be contacted (unless he or she is the object of the allegation) since the designated person will have received higher level safeguarding training. Allegations against the Head must be reported directly to the Deputy Chief Executive (UCST) and the chair of the LGB by the person receiving the allegation. In cases of serious harm the police will be informed from the outset

If it is appropriate the school acknowledges its requirement to contact the Independent Safeguarding Authority (ISA) within one month of the departure of any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children; the ISA's address for referrals is PO Box 181, Darlington DL1 9FA (0300 123 1111). The school recognises that failure to make such a report constitutes an offence and that the school may be removed from the DfE register of independent schools. The school further recognises that 'compromise agreements' cannot apply in this regard.

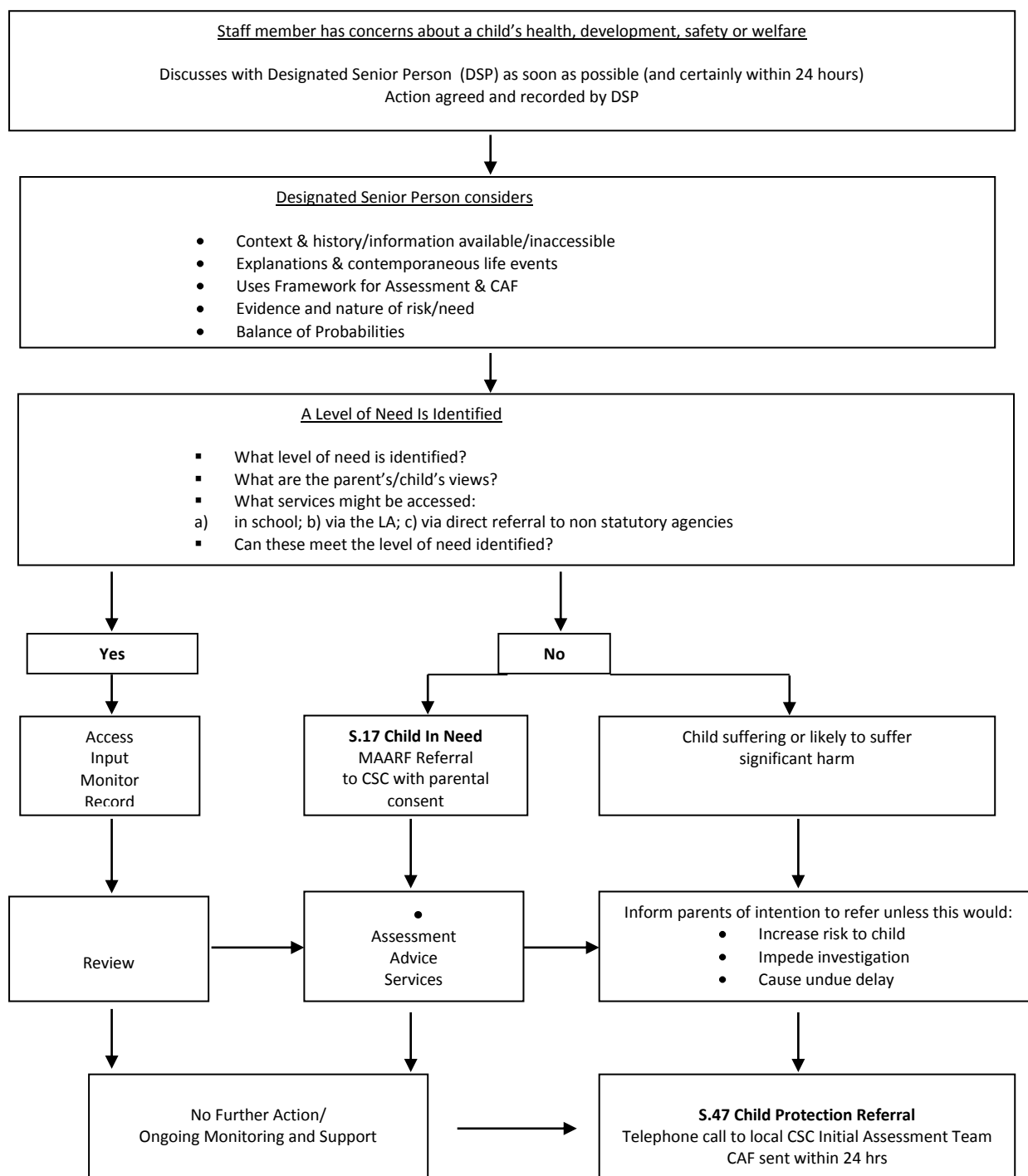
The School will inform Ofsted of any allegations of serious harm or abuse by any person living, working or looking after children at the Kindergarten (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations. Such information will be passed to Ofsted as soon as is reasonably practicable, but at the latest within 14 days.

The Common Assessment Framework for Children and Young People - CAF Form

- 1) This form should be used when we consider that a child has needs which cannot be met solely by those services and resources which can be accessed directly by school and where, following an assessment of the situation, we believe that co-ordinated intervention is required to promote, safeguard or protect the welfare of the child.
- 2) In these circumstances, we will have records detailing what work has been undertaken by our school to support the child and family and why we believe that a more corporate and co-ordinated approach is needed. This information then provides the basis for the completion of the CAF form. The request for co-ordinated support services for a family should always be discussed with parents unless to do so would place the child or others at risk of harm. The form will be completed by the Designated Senior Person.
- 3) Where, following an assessment of a situation, it is considered immediate protective action is required, a child protection referral must be made by the Designated Senior Person. **This referral will be a telephone/visit to the local social services office.** The CAF should then be forwarded by the nominated officer to social services following the child protection referral within 24 hours.
- 4) When a referral is made the consent of a parent (and the child, if they are of sufficient age and understanding) must be obtained prior to making a child in need referral under Section 17; this should be acknowledged on the CAF. A parent should usually be **informed** by the referrer that a child protection referral is to be made. The criteria for not informing parents are:
 - a) because this would increase the risk of significant harm to a child(ren); or
 - b) because, in the referrer's professional opinion, to do so might impede an investigation that may need to be undertaken.

- 5) The source of referrals will be disclosed to parents except in a limited number of circumstances. If the Designated Senior Person felt his own, or another adult's, immediate safety would be placed at risk by informing parents then they should seek advice and/or make this clear on the CAF and in any telephone contact with social services.

Taking Action on Child Welfare/Protection Concerns in School



Contact Details for Referral

Blackpool: 01253 477668

Lancashire: 01772 532634/01772 53119

APPENDIX 1 - School Child Protection Procedures

1. What Should Staff/Volunteers Do If They Have Concerns About A Child or Young Person in School?

Education professionals who are concerned about a child's welfare or who believe that a child is or may be at risk should pass any information to the Designated Senior Person (DSP) in school; this should occur within 24 hours

The Designated Senior Person is: PEH/KRW

The Back Up Designated Senior Person: any of the above if the DSP in your section is not available

It is these senior colleagues who are responsible for taking action where the welfare or safety of children or young people is concerned. If staff are uncertain about whether their concerns centre on a child's welfare or safety, then a discussion with their DSP/line manager will assist in determining the most appropriate next course of action:

Staff should never:

- a) do nothing/assume that another agency or professional will act or is acting.
- b) attempt to resolve the matter themselves.

The Designated Senior Person/line manager should always consider the following key questions:

- 1) Am I dealing with 'risk' or 'need'? (By definition, a child at risk is also a child in need. However, what is the priority/level of need?)
- 2) Can the level of need identified be met in or by the school or by accessing lea or universal services/without referral to social services/by working with the child, parents and colleagues?
- 3) What resources are available to me and what are their limitations?
- 4) Is the level of need such that a referral needs to be made to social services which requests that an assessment of need be undertaken? (*Section 17*)
- 5) Is the level and/or likelihood of risk and/or need such that a child protection referral needs to be made? (*Section 47*)
- 6) What information is available to me: Child, Parents, Family & Environment?
- 7) Do I need to make an Inquiry of the CP Register? (Authorised professional can do so, including DSPs)
- 8) What information is inaccessible and, potentially, how significant might this be?
- 9) Who do I/don't I need to speak to now and what do they need to know?
- 10) Where can I access appropriate advice and/or support?

- 11) If I am not going to refer, then what action am I going to take? (eg time-limited monitoring plan, discussion with parents or other professionals, recording etc)

2. Feedback to Staff Who Report Concerns to the Designated Senior Person

Rules of confidentiality dictate that it may not always be possible or appropriate for the Designated Senior Person to feedback to staff who report concerns to them. Such information will be shared on a 'need to know' basis only and the Designated Senior Person will decide which information needs to be shared, when and with whom. The primary purpose of confidentiality in this context is to safeguard and promote the child's welfare.

3. Thresholds for Referral to Social Services

Where a Designated Senior Person or line manager considers that a referral to Social Services may be required, there are two thresholds for (and their criteria) and types of referral that need to be carefully considered:

Is this a Child In Need? Under section 17 (s.17(10)) of the Children Act 1989, a child is in need if:

- a) He is unlikely to achieve or maintain, or to have the opportunity to achieve or maintain, a reasonable standard of health or development, without the provision of services by a local authority;
- b) His health or development is likely to be impaired, or further impaired, without the provision of such services;
- c) He is disabled.

Is this a Child Protection Matter? Under section 47(1) of the Children Act 1989, a local authority has a duty to make enquiries where they are informed that a child who lives or is found in their area:

- a) is the subject of an Emergency Protection Order;
- b) is in Police Protection; or where they have reasonable cause to suspect that a child is suffering or is likely to suffer **significant harm**.

Therefore, it is the 'significant harm' threshold' that justifies statutory intervention into family life. A professional making a child protection referral under s.47 must therefore provide information which clearly outlines that a child is suffering or is likely to suffer significant harm. **(The Designated Senior Person will make judgements around 'significant harm', levels of 'need' and when to refer)**

4. Making Referrals to Social Services (Designated Senior Person)

Child In Need/Section 17 Referrals: The DSP should complete a CAF and send this to the local Social Services Initial Assessment Team.

- a) This is a request for assessment/support/services and, as such, you must obtain the consent of the parent(s) (and child/young person where appropriate), this should be identified on the CAF;
- b) Where a parent/child/young person refuses to consent, you should make clear your ongoing plans and responsibilities in respect of support, monitoring etc, and the possibility of a child protection referral at some point in future if things deteriorate or do not improve.

Child Protection/Section 47 Referral: Make a telephone call to your local Social Services Initial Assessment Team. You will speak to a Customer Care Officer (this person is an administrator, not a Social Worker) whose role is to receive your referral information, enter it onto the appropriate IT system and forward to the relevant Social Work Team Leader for consideration:

- a) You still need to complete a CAF and should forward this as soon as possible, and certainly within 24 hours
- b) You do not require the consent of a parent or child/young person to make a child protection referral
- c) A parent should usually be informed by the referrer that a child protection referral is to be made. The criteria for not informing parents are:
 - Because this would increase the risk of significant harm to a child(ren); or
 - Because, in the referrer's professional opinion, to do so might impede an investigation that may need to be undertaken;
 - Because there would be an undue delay caused by seeking consent which would not serve the child's best interests.
- d) Fear of jeopardising a hard won relationship with parents because of a need to refer is not sufficient justification for not telling them that you need to refer. To the contrary, this lack of openness will do little to foster ongoing trust, particularly as the source of referrals will be disclosed to parents except in a limited number of circumstances. If you feel that your own or another adult's immediate safety would be placed at risk by informing parents then you should seek advice and/or make this clear on the CAF and in any telephone contact with social services.

5. Social Services Responses to Referrals and Timescales

In response to a referral, Social Services may decide to:

- 1) Take no further action;
- 2) Provide advice to the referrer and/or child/family;
- 3) Refer on to another agency who can provide services;
- 4) Convene a Strategy Meeting (within five working days);
- 5) Provide support services under Section 17;
- 6) Undertake an Initial Assessment (completed within seven working days);

- 7) Convene an Initial Child Protection Conference (within 15 working days of a Strategy Meeting) Undertake a Core Assessment (completed within 35 working days);
- 8) Accommodate the child under Section 20 (with parental consent);
- 9) Make an application to court for an Order.

6. Feedback from Social Services

Social Services have 24 hours within which to make a decision about a course of action in response to a referral. A DSP should expect to receive written confirmation (back page of CAF) about action following any referral within 7 days. If you do not receive any (same day) verbal feedback following an urgent child protection referral, and where this places school/a child(ren) in a vulnerable position, you should ask to speak to a Duty Social Worker, the relevant Team Leader or the LEA's Child Protection Officers.

7. Risk Assessment 'Checklist'

- 1) Does/could the suspected harm meet the definitions of abuse?
- 2) Are there cultural, linguistic or disability issues?
- 3) I am wrongly attributing something to impairment?
- 4) Does the chronology indicate any possible patterns which could/do impact upon the level of risk?
- 5) Are any injuries or incidents acute, cumulative, episodic?
- 6) Did any injuries result from spontaneous action, neglect, or intent?
- 7) Explanations consistent with injuries/behaviour?
- 8) Severity and duration of any harm?
- 9) Effects upon the child's health/development?
- 10) Immediate/longer term effects?
- 11) Likelihood of recurrence?
- 12) Child's reaction?
- 13) Child's perception of the harm?
- 14) Child's needs, wishes and feelings?
- 15) Parent's/carer's attitudes/response to concerns?
- 16) How willing are they to cooperate?
- 17) What does the child mean to the family?
- 18) What role does the child play?
- 19) Possible effects of intervention?
- 20) Protective factors and strengths of/for child (ie resilience/vulnerability)
- 21) Familial strengths and weaknesses?
- 22) Possibilities?
- 23) Probabilities?
- 24) When and how is the child at risk?
- 25) How imminent is any likely risk?
- 26) How grave are the possible consequences?

- 27) How safe is this child?
- 28) What are the risk assessment options?
- 29) What are the risk management options?
- 30) What is the interim plan?

APPENDIX 2 - Possible Signs and Symptoms of Abuse

When making difficult judgements around possible signs and symptoms of abuse and neglect it is crucial that we consider the available information and presenting injuries or behaviours **in context**. (We should also consider sources of other information which may be important but to which we do not have immediate access). **It will be Designated Senior Persons who make judgements about referrals, speaking to parents and what, if any, action is to be taken in respect of concerns.**

What follows must not be considered to be a comprehensive or definitive 'checklist'; children may behave strangely or appear unhappy or distressed for a number of reasons as they move through the stages of development, and as their family circumstances and experiences change. Neither does the presence of one or more of the following 'prove' that a child has been or is being abused. We need to be absolutely clear that our role is not to investigate or prove abuse but to observe, gather and share information where we have concerns. Professionals should remember that all children, regardless of age, sex, ethnicity, disability, race or culture, are entitled to the same level of protection. (*Working Together to Safeguard Children, 1999, paras. 7.24-7.26*)

1) Physical Abuse

... may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer feigns the symptoms of or deliberately causes ill health to a child whom they are looking after. (Formerly known as Munchausen's Syndrome by Proxy and, more recently (Dept. of Health, 2003) Fabricated or Induced Illness).

Possible signs of physical abuse include:

- a) Unexplained injuries, bites, burns, bruises, particularly if recurrent;
- b) Parental refusal to discuss or inconsistent explanations offered;
- c) Untreated illnesses or lingering injuries;
- d) Admission of punishment which is excessive;
- e) Shrinking from physical contact;
- f) Fear of returning home or of parents being contacted;
- g) Fear of undressing;
- h) Fear of medical help;
- i) Aggression or bullying;
- j) Unexplained patterns of absences which may serve to hide injuries;
- k) Overly-compliant behaviour or watchfulness;
- l) Significant behavioural change without apparent explanation.

2) Emotional Abuse

... is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed upon children. It may involve causing 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 ill-treatment of a child, though it may occur alone.

Possible signs and symptoms of emotional abuse include:

- a) Continual self-deprecation;
- b) Fear of new situations/persons;
- c) Inappropriate emotional responses to 'painful' situations;
- d) Self-harm or mutilation;
- e) Compulsive stealing or scrounging;
- f) Drug or solvent abuse;
- g) 'Neurotic' behaviour – obsessive rocking, thumb-sucking etc;
- h) Air of detachment and 'don't care' attitude;
- i) Social isolation – few friends, doesn't join-in;
- j) Desperate attention-seeking behaviour;
- k) Eating problems (inc lack of appetite);
- l) Depression, withdrawal.

3) 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. It may involve a parent or carer failing to provide adequate food, shelter and clothing, and failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Possible signs and symptoms of neglect include:

- a) Constant hunger/tiredness
- b) Poor personal hygiene or inappropriate clothing
- c) Frequent lateness or non attendance at school
- d) Untreated medical problems
- e) Low self-esteem & poor social relationships/skills
- f) Compulsive stealing/scrounging
- g) Non-organic failure to thrive

4) Child Sexual Abuse

... involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material, watching sexual activities or encouraging children to behave in sexually inappropriate ways.

Possible physical signs of child sexual abuse include:

- a) Any physical injury may be indicative of physical and another form of abuse e.g. grab marks may indicate restraint during sexual abuse;
- b) Scratches abrasions;
- c) Genital/anal infection;
- d) Pregnancy;
- e) Bleeding from anus/vagina;
- f) Difficulty/pain in passing urine/faeces.

APPENDIX 3 - Talking and Listening to Children

If a child wants to confide in you, you **SHOULD**

- a) Be accessible and receptive;
- b) Listen carefully and uncritically, at the child's pace;
- c) Take what is said seriously;
- d) Reassure children that they are right to tell;
- e) Tell the child that you must pass this information on;
- f) Make sure that the child is ok ;
- g) Make a careful record of what was said (see *Recording*).

You should **NEVER**

- a) Investigate or seek to prove or disprove possible abuse;
- b) Make promises about confidentiality or keeping 'secrets' to children;
- c) Assume that someone else will take the necessary action;
- d) Jump to conclusions, be dismissive or react with shock, anger, horror etc;
- e) Speculate or accuse anybody;
- f) Investigate, suggest or probe for information;
- g) Confront another person (adult or child) allegedly involved;
- h) Offer opinions about what is being said or the persons allegedly involved;
- i) Forget to record what you have been told;
- j) Fail to pass this information on to the correct person (the Designated Senior Person).

Children with communication difficulties, or who use alternative/augmentative

communication systems: While extra care may be needed to ensure that signs of abuse and neglect are interpreted correctly, any suspicions should be reported in exactly the same manner as for other children. Opinion and interpretation will be crucial (be prepared to be asked about the basis for it and to possibly have its validity questioned if the matter goes to court).

Recordings should

- 1) State who was present, time, date and place;
- 2) Be written in ink and be signed by the recorder;
- 3) Be passed to the DSP or Head Teacher immediately (certainly within 24 hours);
- 4) Use the child's words wherever possible;
- 5) Be factual/state exactly what was said;
- 6) Differentiate clearly between fact, opinion, interpretation, observation and/or allegation.

What information do you need to obtain?

Schools have **no investigative role** in child protection (Police and social services will investigate possible abuse very thoroughly and in great detail, they will gather evidence and test hypotheses – leave this to them!);

- 1) Never prompt or probe for information, your job is to listen, record and pass on;
- 2) Ideally, you should be clear about what is being said in terms of **who, what, where and when**;
- 3) The question which you should be able to answer at the end of the listening process is 'might this be a child protection matter?';
- 4) If the answer is yes, or if you're not sure, record and pass on immediately to the Designated Senior Person.

If you do need to ask questions, what is and isn't OK?

- 1) **Never** asked closed questions ie ones which children can answer yes or no to, such as " Did he touch you?"
- 2) **Never** make suggestions about who, how or where someone is alleged to have touched, hit etc e.g Top or bottom, front or back?
- 3) If we must, use only '**minimal prompts**' such as 'go on ... tell me more about that ... tell me everything that you remember about that '
- 4) Timescales are very important: '**When was the last time this happened?**' is an important question.

What else should we think about in relation to disclosure?

- 1) Is there a place in school which is particularly suitable for listening to children eg not too isolated, easily supervised, quiet etc;
- 2) We need to think carefully about our own body language – how we present will dictate how comfortable a child feels in telling us about something which may be extremely frightening, difficult and personal;
- 3) Be prepared to answer the 'what happens next' question;
- 4) We should never make face-value judgements or assumptions about individual children. For example, we 'know that [child.....] tells lies';
- 5) Think about how you might react if a child DID approach you in school. We need to be prepared to offer a child in this position exactly what they need in terms of protection, reassurance, calmness and objectivity;
- 6) Think about what support **you** could access if faced with this kind of situation in school.

APPENDIX 4 - Child Protection Statement on the School Website

The School's approach to the care of our children aims to ensure that the children will feel secure; that they will be able to talk and feel that they will be heard.

The PSHE curriculum plays a crucial role in this process. Although this formal curriculum is important, the culture of the School, the strength of the tutorial system and the positive relationships formed between children and teachers all strengthen our overall level of care and increase the likelihood that that our children may feel able to confide in us, and that we will ourselves be aware of any causes for concern. Our day-to-day contact with the children means that we are well placed to observe any child protection issues.

The Senior Teacher (Pastoral)/Head of Middle School is the designated Child Protection Officer in the Senior School. The Head of the Junior School is the designated Child Protection Officer in the Junior School/Kindergarten. All staff receive training on child protection issues, and this training is regularly updated.

The Children Act (1989) requires that all school staff pass on information which gives rise to a concern about a child's welfare, including risk from non-accidental injury, neglect, emotional or sexual abuse, to the Headmaster and/or the designated Child Protection Officer. The school will seek, in general, to discuss any concerns with parents and, where possible, seek their consent for any referral to the Social Services Department. However, this can only be done where such discussion and agreement will not place the child at increased risk of significant harm.

In all such matters, the school is bound by and willingly complies with its legal obligations and, with regard to the above, the School follows the procedures set out in our Child Protection Policy. This full policy is available by clicking the link below.