

WESTBOURNE SCHOOL

Child Protection Policy

The safety and well being of all our pupils at Westbourne School is our highest priority. Our business is to know everyone as an individual and to provide a secure and caring environment, so that every pupil can learn in safety. We expect respect, good manners and fair play to be shown by everyone so that every pupil can develop his/her full potential and feel positive about him/herself as an individual. All pupils should care for and support each other.

Westbourne School fully recognises the contribution it makes to Child Protection. All pupils at Westbourne have the right to enjoy their education in a safe, secure environment – they have the right to be protected from abuse whether this occurs within or outside of the school.

A child is considered 'at risk' when the basic needs of the child are not being met through avoidable acts or omissions. This includes physical abuse, emotional abuse, neglect and sexual abuse. These are clearly defined in Appendix A. It can involve children of all ages, religions, cultures and social classes.

The main elements to our policy are as follows:

- To ensure we comply with The Independent School Standards Regulations:
- Ensuring we practise safe recruitment in checking the suitability of staff and volunteers to work with children;
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe;
- Developing and then implementing procedures for identifying and reporting cases or suspected cases of abuse;
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan;
- Establishing a safe environment in which children can learn and develop.

Our policy applies to all staff and volunteers working in the school. Classroom assistants, kitchen staff and office staff as well as teachers, can be the first point of disclosure for a child.

Prevention

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps prevention.

The school will therefore:

- establish and maintain an ethos where children feel secure and are encouraged to talk and are listened to;
- ensure that the children know that there are adults in the school whom they can approach if they are worried or in difficulty;
- include in the curriculum, activities and opportunities for PSHE which equip children with the skills they need to stay safe from abuse and to know who to turn to for help;
- include in the curriculum material which will help children develop realistic attitudes to adult life, particularly with regard to child care and parenting skills.

Procedures

We will follow the procedures set out in Interagency Procedures produced by Sheffield LEA Child Protection Committees

'Safeguarding our Children'/Safeguarding children and Safer Recruitment in Education (DFES 1.1.07)

The school will:

- ensure it has a senior member of staff designated as the child protection liaison officer who has undertaken the 2 day training course provided by ISCIS which will be updated every two years. The CPLO will be assisted by designated staff from each of the school's departments (see appendix B).
- ensure every member of staff and the trustees knows:
 - the name of the CPLO and other designated staff and their roles
 - that they have an individual responsibility for referring child protection concerns using the school's Child Protection Form (sample attached) to the CPLO or one of the nominated staff who in turn will discuss the incident with the CPLO or headteacher (if the CPLO is not available). This must be completed on the same day as the incident.
- that copies of the Interagency procedures, together with the summary booklet and referral flowchart 'What to do if you're worried a child is being abused' are held in each of the school's staffrooms
- ensure that members of staff are aware of the need to be alert to the signs of abuse (see appendix A) and to be aware that we are not an investigation agency for child protection and should beware of asking questions of the child which could be described as 'leading' and could later be interpreted as putting ideas into the child's mind. They must also be aware that they cannot promise confidentiality to the child
- ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school information pack. This child protection policy is available to all parents and prospective parents on request
- provide training in child protection (updated every three years) for the headteacher and all school staff (see Appendix B)
- keep written records of concerns about children (noting the date, event and action taken), even when there is no need to refer the matter to social services immediately. These records must be kept separately from the pupil's profile and in a secure, locked location
- notify the local Social Services team
- if it should have to exclude a pupil on the child protection register either for a fixed term or permanently
- if there is an unexplained absence of a pupil on the child protection register of more than two days duration from school (or one day following the weekend)
- work to develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters including attendance at initial case conferences, core groups and child protection review conferences
- ensure that the criminal background of all new employees is checked in accordance with Safeguarding children and Safer Recruitment in

- Education (DFES 1.1.07) and that all references are taken up (All records are on the Centralised Register of Appointments)
- report to the Secretary of State, via the DCSF, within one month of leaving the school 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
 - designate a trustee for child protection who will undertake an annual review of the school's child protection policies and procedures and of the efficiency with which the related duties have been carried out
 - require that any deficiencies or weaknesses that are identified in the school's child protection arrangements are remedied without delay
 - adhere to the school's disciplinary procedures when an allegation is made against a member of staff (see Appendix C)

Supporting the child at risk

- We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation and some sense of self blame.
- This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless when at school their behaviour may be challenging and defiant or they may be withdrawn.
- As a school we will endeavour to support the pupil through:
 - The content of the curriculum to encourage self esteem and self motivation (see section on prevention)
 - The school ethos which (i) promotes a positive, caring and secure environment (ii) gives pupils a sense of being valued
 - The school's behaviour policy is aimed at supporting vulnerable pupils in the school. All staff will agree on a consistent approach, which focuses on the behaviour of the child but does not damage the pupil's sense of self-worth.
 - The school will endeavour to ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse that has occurred.
 - Liaison with other agencies who support the pupil such as social services, educational psychology service, behaviour support services and education welfare service
 - Keeping records and notifying social services as soon as there is a recurrence of a concern When a pupil on a child protection register leaves, we will transfer information to the new school immediately and inform social services

Bullying

Our policy on bullying is set out in the school's 'Bullying Policy' and contains information on cyber-bullying. Bullying can be regarded as 'child on child' abuse. The bullying policy is reviewed annually by the trustees.

Special Needs

We recognise that children with behavioural problems or disabilities are more vulnerable to abuse. School staff who work with these children will be particularly sensitive to signs of abuse.

Reviewed September 2009

APPENDIX A

SIGNS AND SYMPTOMS OF 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 caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after.

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 children 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 on 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.

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 (e.g. rape or buggery) or nonpenetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

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, 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. It should always be borne in mind that a child may be suffering from any combination of these.

Staff issues:

- If a member of staff suspects abuse, as defined in any of the four categories above, they must go immediately to the Headmaster (CPLO) and or the Head of JS who also coordinates EYFS) both of whom are the designated teachers responsible for co-ordination of action within the school and liaison with other agencies.

- If an allegation is made against a member of staff or a volunteer in school, this must be reported directly to the Headmistress. If an allegation is made against the Headmistress, this must be reported directly to the Chair of Governors (full details are in a separate policy). All part time and voluntary members of staff are to be made aware of this policy.
- Where a member of staff is likely to be in one to one contact with a pupil e.g. one to one tuition, sports coaching, conveying a pupil by car etc...Parents will be made aware of the circumstances and give permission. In these situations staff are advised to ensure that no physical contact takes place and where possible other members of the school community are in the vicinity, visibility is maintained and a clear exit route is obvious.
- Electronic communication between staff and pupils is only used for the purposes of enhancing teaching and learning e.g. setting and marking work or relating to ongoing class work or assignments. It is inappropriate to use electronic communication under any other circumstances
- The school, within one month, will report the name of any individual (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children, to the Independent Safeguarding Authority (ISA). The ISA commenced operation on January 20 2009 and its address for referrals is PO Box 181, Darlington DL1 9FA

***ALLEGATION OF ABUSE BY ONE PUPIL AGAINST ANOTHER**

There is no definitive checklist or prescription for practice under these circumstances - every scenario will be different and there will be a range of variables involved. However any pupil against whom an allegation of abuse has been made may be suspended from school during the subsequent investigation.

- If a pupil makes an allegation of abuse against another pupil the member of staff concerned should take this information immediately to the Headmaster (CPLO) and or the Head of JS.
- The person relaying this information should make a written record of any 'disclosure' as soon as possible, and certainly within 24 hours. This record is passed to the Headmaster, who will maintain a chronology of events and include the record in it.
- When information is brought to the Headmaster 'what is known' will be considered and the Headmaster will make judgements regarding:
 - (i) the seriousness of the allegation;
 - (ii) whether it needs to be investigated, and if so by whom.

CONCLUSION:

It is fundamental to the ethos of the school that there is a collective responsibility for Child Protection and that strong links in communication will ensure swift and appropriate action. Other policies and procedures which may be referred to include: Anti-Bullying Policy, Safer Recruitment Procedures and the Managing Allegations of Abuse Against Teachers and Other.

This policy is available to parents and prospective parents on the school website or if preferred a hard copy will be made available on request

General indicators of child neglect and abuse:

There are a number of indicators that have been put forward by professionals in the field of child protection in order to raise awareness in those who are working on a daily basis with children and their families. The following lists have indicators that apply to children and their parents

Parents who may neglect or abuse their children may exhibit the following:

- Rejection of the child
- Rough handling of the child
- Failure to keep appointments with child care staff
- Frequent visits to the medical services with trivial complaints about the child or themselves
- An unexpected delay in seeking treatment that is obviously needed
- An unawareness or denial of any injury, pain or loss of function (for example, a fractured limb)
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development
- Frequent presentation of minor injuries
- Unrealistic expectations or constant complaints about the child
- Alcohol, drug/substance misuse
- Parents request removal of child from the home
- Violence between adults in the household.

Children who may be suffering from neglect or abuse may exhibit the following:

- Unexplained failure to thrive/dirty, hungry, inadequately dressed.
- Injuries that are inconsistent with the accident as described by the parents
- Frequent bruising, cuts, burns, etc.
- Frozen awareness, when the child carefully watches adult's expressions and movements
- Reluctance to be alone with their carer/s
- Sudden unexplained changes in their reactions towards their carers

Not all children who have been neglected or abused will show all of these indicators, and one indicator alone may not denote that a child is being neglected or abused. A number of children may exhibit 'failure to thrive' and doctors may not be able to find

any reasonable explanation for this but .this does not necessarily indicate that they have been a victim of abuse. A child with combination of indicators who has a parent who is also exhibiting one or more of the adult indicators could lead a carer to suspect that they may be dealing with a case of abuse or neglect. In the area of sexual abuse there may some different indicators, but not necessarily. There may be symptoms that could indicate this form of abuse, but they could suggest others as well.

- Sudden changes in personality, such as wanting constant attention and reassurance
- Lack of trust of a familiar adult
- Aggressive or compliant behaviour
- Withdrawal, listlessness, sadness
- Regression in toilet training
- Sleep disturbances and nightmares
- Fear of being alone
- Showing affection in a sexual way inappropriate to their age
- Exhibiting sexualised behaviour in their imaginative play
- Frequent urinary tract infections and other ailments to the genital area
- Eating problems, loss of appetite, problems swallowing, excessive eating.

Behavioural indicators

- Hints or sexual activity through words, play, drawings, etc.
- Sexually precocious, uses seductive behaviour towards adults
- Uses sexually explicit language
- Excessive preoccupation with sexual matters
- Informed knowledge of adult sexual behaviour
- Poor self-esteem
- Withdrawn or isolated from other children

Neglect:

Physical indicators

- Poor hygiene
- Inadequately clothed, dirty, torn or inappropriate clothing
- Untreated medical problems
- Poor nourishment/failure to thrive • Emaciation

Behavioural indicators

- Tired or listless
- Low self-esteem
- Always hungry
- States that there is no one at home to look after them or indicates that they spend a lot of time at home alone

Specific indicators of various forms of child neglect and abuse:

Physical abuse:

Physical indicators

- Unexplained bruising in places where an injury cannot easily be sustained or explained
- Facial bruising
- Hand or finger marks or pressure bruising
- Bite marks
- Burns (particularly cigarette burns), scalds
- Unexplained fractures
- Lacerations or abrasions

Behavioural indicators

- Shying away from physical contact
- Withdrawn or aggressive behaviour
- Sudden changes in behaviour, e.g. from extrovert to introvert

Emotional Abuse

Physical indicators

- In extreme cases there may be physical consequences, including weight loss and delayed bone growth

Behavioural indicators

- Attention seeking
- Withdrawn
- Telling lies
- Inability to have fun
- Low self-esteem
- Tantrums past the age when they are part of normal development
- Speech disorders e.g. stammering
- Inability to play
- Indiscriminately affectionate

Sexual abuse:

Physical indicators

- Bruises or scratches inconsistent with accidental injury
- Difficulty in walking or sitting
- Pain or itching in the genital area
- Torn, stained or bloody underclothes
- Bedwetting, sleep disturbances
- Loss of appetite

CHILD PROTECTION PROCEDURES

If a member of staff suspects abuse, he/she must share the information immediately with the Headmaster and or the Head of Junior School (who is also coordinator of EYFS) both of whom are Designated Person(s) and responsible for co-ordination of action within the school and liaison with other agencies. Parents with cause for concern should inform the Headmaster without delay. In the absence of the

Headmaster, the information should be brought to the notice of the Head of Junior School.

Knowledge of abuse can arise from a pupil talking to a member of staff. The staff member will be aware that disclosing abuse is often an act of considerable bravery on the part of the child and often an indication that the pupil has particular trust in the staff member to whom the disclosure is made.

Any staff member who receives information from a child suggestive of abuse should listen attentively and without any negative response and particularly without any expression suggesting incredulity or any doubt in the truth of the pupil's account. Care should be taken not to ask any question which could be seen as "putting words in to the pupil's mouth."

As soon as possible after the disclosure, a full note should be made on a **CAUSE FOR CONCERN FORM** of everything said, a description of the child's demeanour and the circumstances leading to the disclosure should also be included.

The time, date, place and those present at the discussion are also noted. Staff are aware that the notes may later be used in subsequent court proceedings.

Pupils may ask for a promise that what they say will be kept secret. **THIS CANNOT BE PROMISED**, but the pupil should be reassured that only those people who have to know will be told. **THE PUPIL WILL BE TOLD WHO THIS IS WITH RELEVANT REASONS.**

The Designated Person(s) will:

- Talk with the pupil, without asking lead questions.
- Refer cases to the Social Services Department, within 24 hours, where appropriate. (Relevant contacts are listed in this document on Child Protection Contacts (Appendix 1). A copy is also kept in the school office and in the school policies and procedures file)
- Co-ordinate information and develop communication between the school and other agencies as appropriate; they will ask to be informed of the timing of the strategy discussion between the statutory agencies which will decide whether and how to investigate. They will wish to clarify with the investigating agencies when, how and by whom the parents and pupil will be told that a referral has been made.
- Contribute to the strategy discussion, their knowledge of the pupil. The school will fully support all Child Protection Procedures and will provide relevant information and if requested, send a representative to any Child Protection Conference.
- Ensure that there is support for children who have been abused or who are harming themselves. This may include referral to a counselling psychologist.
- Be a point of contact and support for staff in cases of suspicion or disclosure.
- Keep up to date with relevant information and developments regarding Child Protection.

- Keep staff informed of child abuse issues.
- Encourage aspects of personal safety and prevention within the school curriculum.

If confidentiality permits, the Designated Person will inform the relevant Pastoral Head of the concerns which have been expressed.

Where appropriate and in consultation with any Social Worker involved, the pupil will be supported by meetings with the appropriate staff members; the Headmaster, Head of Junior School or Deputy Head of Senior School.

Such meetings will also keep the pupil informed of relevant progress, action and channels of communication that are being kept open. These may be with outside agencies and parents.

Depending on the individual case, and in consultation with any Social Worker, parents of the pupil may be similarly involved. Parents may be asked to seek the help of other professional bodies, including the GP, both for medical attention and for referral to other experts, as appropriate.

It is important to know that research suggests that child abuse is frequently progressive, with both the perpetrator and the victim becoming desensitised to escalating harm. It is also possible that professionals, through familiarity, will also fail to observe the increasing threshold of risk. Regular objective reviews of a child's situation may be needed where some risk of abuse has been detected.

CHILD PROTECTION CONFIDENTIAL

CAUSE FOR CONCERN FORM

Please do not interpret what is seen or heard: simply record the facts. Pass the completed form immediately to the Headmaster or the Head of Junior School

Name of child..... Form:.....

Name of staff member completing the form.....

Day.....Date.....Time.....Place.....
(of observed behaviour/discussion/disclosure)

Nature of incident/concern including relevant background (record child's words verbatim)

DESIGNATED TEACHER FORM

ACTION TAKEN	BY WHOM	OUTCOME
Discussion with Child		
Cause for Concern Monitoring Records		
School Behaviour Records		
Check LDD Records (Access Register)		
Contact Parents		

Refer to Social Care		
Other (please specify)		

Monitoring Staff:

Dates:

Outcome:

CHILD PROTECTION CONFIDENTIAL

CAUSE FOR CONCERN MONITORING FORM

Name of Child.....Form.....

Designated Teacher.....Date.....

Issued to.....Date.....

Monitoring Dates.....

Return to Designated Teacher by.....

DAY & DATE	OBSERVATION	STAFF

Appendix B

Child Protection Liaison Officer – Mr John Hicks

Other designated staff:

Mrs M Fenn Junior School

Other designated Governor:

Dr Francis O'Connor

Sally Machin Duty Social Worker at Sheffield CC 01629 537211

Sheffield Safeguarding Children Board
 Floor 2 Redvers House
 Union Street
 Sheffield
 S1 2JQ
 Tel: (0114) 273 4450
sscb@sheffield.gov.uk

Child Protection in Sport Unit
 NSPCC National Training Centre
 3 Gilmour Close
 Beaumont Leys
 Leicester LE4 1EZ
Telephone: 0116 234 7278

Email: cpsu@nspcc.org.uk

Staff Training Record

Flora Bandele delivered a whole school Child Protection Course on 20/04/2009

John Hicks 14/03/2008 CPLO Course at Bannerdale

Previous whole school Child Protection Course was 4/09/2006 led by Flora Bandele.

John Hicks CPLO at Manor School 2006

**SUMMARY OF IN- SCHOOL PROCEDURES TO FOLLOW
WHERE THERE ARE CONCERNS ABOUT A CHILD**



