



SAFEGUARDING/ CHILD PROTECTION POLICY

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1. CONTEXT

Abuse of students can initially be spotted by all that come into contact with students including parents, youth workers, teachers, lecturers, peripatetic teachers, governors, volunteer helpers, lunchtime supervisors, educational psychologists and support staff. The purpose of this policy is to inform those who work closely with students and their families as to the most common signs of child abuse and to prescribe the procedures that must be followed to protect the student.

Child abuse manifests itself in a wide variety of ways, e.g. physical, emotional, sexual, severe neglect and as a result of domestic violence. Abuse of all kinds occurs right across the social spectrum. and has been shown to occur in families at all levels of socio-economic status.

Although the signs of Child abuse are well documented many of the symptoms taken in isolation can occur in situations where no child abuse is occurring, will ever occur or has ever occurred. Many of these signs may also be indications of other medical, social or psychological problems or simply normal student development. Staff therefore need to be careful and thoughtful in ascertaining whether abuse is suspected. The large number of signs and symptoms described in this policy need to be considered in the light of normal child development, e.g. Temper tantrums are to be expected from a two year old but may be a sign of serious distress in a student of 10; an interest in sexual topics and members of the opposite sex is to be expected in a youngster of 15, but in a 7 year old, such behaviour may well be a cause for concern.

Considering that child protection procedures apply to all children below the age of 18, the Headteacher/Designated Child Protection Officer and staff must decide if they have reasonable grounds for suspecting that child abuse is taking place. If they have reasonable grounds then they must act immediately. It is safer to act or to discuss with other agencies than to delay.

The Headteacher/Designated Child Protection Officer should ensure that all staff (teaching and support staff) are familiar with the contents of this Child Protection Policy, and that all staff sign a record to confirm that they have received and read the document. The signed record must be updated termly so as to include all new staff. This Child Protection Policy and the integral process of notification form an important part of the induction programme for new staff.

Recent legislation regarding the identification of convicted 'student sex offenders' states that their residence address and identity will be released to Headteachers on a 'need to know' basis. If a Headteacher is informed that a 'child sex offender' is in the locality of the School, it is not for the Headteacher to decide upon whether or not parents can be informed as this is the decision of the police. In the situation where a Headteacher is aware that a 'child sex offender' is in the vicinity of the school, but no authorisation has been given to inform parents, then that Headteacher may be well advised to make 'awareness of strangers' and 'personal safety' a high profile topic in the current assembly programme and Citizenship schemes of work.

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2. AIMS AND OBJECTIVES

- 2.1 The school aims to provide students with relevant information, skills and attitudes to help them to resist abuse and prepare for the responsibilities of adult life including home and family. Together with these skills we hope that students will feel confident they can confide in staff on issues of neglect, abuse and deprivation.

We use the curriculum to raise students' awareness and build confidence so that they have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others.

- 2.2 To allow staff to be familiar and confident with the appropriate Child Protection procedures and issues. This policy is intended to give clear guidance to all staff, teaching & support on:
- i the signs that may indicate the possibility of abuse;
 - ii the procedures to follow if a student discloses abuse or a member of staff suspects abuse;

We ensure all staff receive certificated training and are familiar with Child Protection Issues.

- 2.3 To work with parents to build an understanding of the school's responsibility to ensure the welfare of all students and a recognition that this may occasionally require cases to be referred to other investigative agencies as a constructive and helpful measure.

We ensure parents have access to the Child Protection Policy and procedures therein.

- 2.4 To monitor students who have been identified as 'at risk'.

We provide suitable support and guidance.

- 2.5 To contribute to an inter-agency approach to child protection by developing effective and supportive liaison with other agencies and schools, thereby contributing towards a more effective detection of the incidence of child abuse.

We ensure the Designated Teacher for Child Protection has sufficient time and resources to discharge their duties.

- 2.6 To review the school procedures and improve the way child protection issues are managed.

We shall maintain accurate up-to-date records and acknowledge feedback from interested parties.

2. a) Child Protection training (provided by the London Borough of Tower Hamlets) to school staff and in particular to designated teachers (who must train every two years) to ensure that their skills and expertise are up to date. Training focuses on the recognition of the symptoms of child abuse, the procedures and case studies. All staff undergo some initial training in child protection during the induction programme for new teachers and support staff.

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- b) Each member of staff is to be given a complete copy of this policy. Each teacher must sign a specific register to indicate that they have read the policy in its entirety and that they accept their duty:
- to be familiar with this policy;
 - to implement this policy and to co-operate with the school management in promoting 'child protection'.
3. a) We inform parents/carers by publishing a statement in the prospectus and in the first termly newsletter that staff are required by law to follow the procedures laid down by the Area Child Protection Committee. The statement reads as follows:
- "The School is committed to promoting the health and welfare of all students and if staff see signs which suggest that one of the students may have been the victim of abuse, staff will (as is required by law) follow the procedures laid down by the Area Child Protection Committee. Such action in no way infers that any parent/carer or other individual is being accused of wrongdoing."
4. All records pertaining to Child Protection concerns are kept in a secure location.
5. a) Child Protection Case Conferences occur every six months and the Designated Teacher is expected to attend
- b) Core Group Meetings are held to monitor concerns and share information. They usually occur every 6-8 weeks. However, once an initial Case Conference has taken place, it is statutory that a Core Group Meeting occurs within 10 working days.

3. GENERAL GUIDANCE

TYPES OF CHILD ABUSE AND THEIR SYMPTOMS

Child abuse can be categorised into four main and distinct categories, i.e.

- a) **Physical Abuse.**
- b) **Sexual Abuse.**
- c) **Emotional Abuse.**
- d) **Physical Neglect.**

These four categories are those used by the CPS and Police in pursuing any cases of child abuse. A student can be at risk from any combination of the four categories. However, for those working in the field two other categories of abuse will be of significance, i.e.

- e) **Domestic Violence.**
- f) **Grave Concern/at risk.**

These different types of abuse require different approaches. A student suffering from physical abuse may be in immediate and serious danger. Action should, therefore, be taken immediately. With other forms of abuse there is a need to ensure that adequate information is gathered. There is also a need to make sure that grounds for suspicion have been adequately investigated and recorded. The need to collate information must be balanced against the need for urgent action. If there are reasonable grounds for suspicion then a decision to monitor the situation should only be taken after consultation. A situation that should cause particular concern is that of a student who fails to thrive without any obvious reason. In such a situation a medical investigation will be required to consider the causes.

Each of the five categories will now be explored in more detail.

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1. PHYSICAL ABUSE:

This involves physical injury to a student, including deliberate poisoning, where there is definite knowledge or a reasonable suspicion, that the injury was inflicted or knowingly not prevented. Typical signs of Physical Abuse are:

- **bruises and abrasions** - especially about the face, head, genitals or other parts of the body where they would not be expected to occur given the age of the student. Some types of bruising are particularly characteristic of non-accidental injury especially when the student's explanation does not match the nature of injury or when it appears frequently.
- **slap marks** – these may be visible on cheeks or buttocks.
- **twin bruises on either side of the mouth or cheeks** - can be caused by pinching or grabbing, sometimes to make a student eat or to stop a student from speaking.
- **bruising on both sides of the ear** – this is often caused by grabbing a student that is attempting to run away. It is very painful to be held by the ear, as well as humiliating and this is a common injury.
- **grip marks on arms or trunk** - found in babies who are handled roughly or held down in a violent way. Gripping bruises on arm or trunk can be associated with shaking a student. Shaking can cause one of the most serious injuries to a student, i.e. a brain haemorrhage as the brain hits the inside of the skull. X-rays and other tests are required to fully diagnose the effects of shaking. Grip marks can also be indicative of sexual abuse.
- **black eyes** - are most commonly caused by an object such as a fist coming into contact with the eye socket. N.B. A heavy bang on the nose however, can cause bruising to spread around the eye but a doctor will be able to tell if this has occurred.
- **damage to the mouth** - e.g. bruised/cut lips or torn skin where the upper lip joins the mouth.
- **bite marks.**
- **fractures** - in children less than 2 years.
- **poisoning and other misuse of drugs** - e.g. overuse of sedatives.
- **burns and/or scalds** - a round red burn on tender, non-protruding parts like the mouth, inside arms and on the genitals will almost certainly have been deliberately inflicted. Any burns that appear to be cigarette burns should be cause for concern. Some types of scalds known as 'dipping scalds' are always cause for concern. An experienced person will notice skin splashes caused when a student accidentally knocks over a hot cup of tea. In contrast a child who has been deliberately 'dipped' in a hot bath will not have splash marks.

2. SEXUAL ABUSE:

The involvement of dependent, developmentally immature students and adolescents in sexual activities they do not truly comprehend, to which they are unable to give informed consent or that violate the social taboos of family roles. Typical signs of Sexual Abuse are:

- **a detailed sexual knowledge** inappropriate to the age of the student.
- **behaviour that is excessively affectionate or sexual** towards other students or adults.
- **attempts to inform** by making a disclosure about the sexual abuse often begin by the initial sharing of limited information with an adult. It is also very characteristic of such student that they have an excessive pre-occupation with secrecy and try to bind the adults to secrecy or confidentiality.
- **a fear of medical examinations.**
- **a fear of being alone** – this applies to friends/family/neighbours/baby-sitters, etc.
- **a sudden loss of appetite, compulsive eating, anorexia nervosa or bulimia nervosa.**
- **excessive masturbation** is especially worrying when it takes place in public.
- **promiscuity.**
- **sexual approaches or assaults** - on other students or adults.

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- **urinary tract infections (UTI), sexually transmitted disease (STD)** are all cause for immediate concern in young adolescents if his partner cannot be identified.
- **bruising** to the buttocks, lower abdomen, thighs and genital/rectal areas. Bruises may be confined to grip marks where a student has been held so that sexual abuse can take place.
- **discomfort or pain** particularly in the genital or anal areas.
- the drawing of **pornographic or sexually explicit images**.

3. **EMOTIONAL ABUSE:**

This refers to the adverse effect on the behaviour and emotional development of a student caused by persistent or severe emotional ill treatment or rejection. All abuse involves some emotional ill treatment - this category should be used where it is the main or sole form of abuse.

Emotional abuse includes:

- conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- Imposing age or developmentally inappropriate expectations on children
- Serious bullying
- Exploiting or corrupting children

4. **PHYSICAL NEGLECT:**

The persistent or severe neglect of a student (for example, by exposure to any kind of danger, including cold and starvation) which results in serious impairment of the student's health or development, including non-organic failure to thrive. Persistent stomach-aches, feeling unwell and apparent anorexia can be associated with physical neglect. However, typical signs of Physical Neglect are:

- **Underweight** – a student may be frequently hungry or pre-occupied with food or in the habit of stealing food or with the intention of procuring food. There is particular cause for concern where a persistently underweight student gains weight when away from home, for example, when in hospital or on a school trip. Some students also lose weight or fail to gain weight during school holidays when school lunches are not available and this is a cause for concern.
- **Inadequately clad** - a distinction needs to be made between situations where students are inadequately clad, dirty or smelly because they come from homes where neatness and cleanliness are unimportant and those where the lack of care is preventing the student from thriving.

Physical Neglect is a difficult category because it involves the making of a judgement about the seriousness of the degree of neglect. Much parenting falls short of the ideal but it may be appropriate to invoke child protection procedures in the case of neglect where the student's development is being adversely affected.

5. **DOMESTIC VIOLENCE**

This is not a separate category of child abuse as such, and should be treated as physical or emotional abuse as appropriate. Students in violent homes are up to nine times more likely to be injured and abused, either directly or through trying to protect their parent.

A student may be witness to violence that results in behavioural problems, absenteeism (staying at home to protect a parent), ill health, bullying, anti-social behaviour, drug or alcohol abuse or self-harm.

Teachers need to be made aware of the need to support vulnerable students who have moved schools as a result of a parent fleeing from domestic violence, and those who may be attending from a refuge environment.

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6. GRAVE CONCERNS/AT RISK:

This is not a separate category of child abuse as such but covers a number of situations where a student may be at risk. Students whose situations do not currently fit the above categories but where social and medical assessments indicate that they are at significant risk of abuse. Grave concern may be felt where a student shows symptoms of stress and distress (see below) and any of the following circumstances apply:

- there is a known Child abuser in the family;
- another student in the family is known to have been abused;
- the parents are involved with pornographic material to an unusual degree;
- there is an adult in the family with a history of violent behaviour.

The Symptoms of Stress and Distress:

When a student is suffering from any one or more of the previous four 'categories of abuse', or if that student is 'at risk', he will nearly always suffer from/display signs of stress and distress. An abused student is likely to show signs of stress and distress as listed below:

- a lack of concentration and a fall-off in school performance;
- aggressive or hostile behaviour;
- moodiness, depression, irritability, listlessness, fearfulness, tiredness, temper tantrums, short concentration span, acting withdrawn or crying at minor occurrences;
- difficulties in relationships with peers;
- regression to more immature forms of behaviour, e.g. thumb sucking;
- self harming or suicidal behaviour;
- low self esteem;
- wariness, insecurity, running away or truancy - students who persistently run away from home may be escaping from sexual/physical abuse;
- disturbed sleep;
- general personality changes such as unacceptable behaviour or severe attention seeking behaviour;
- a sudden change in school performance.

Parental Signs of Child Abuse:

Particular forms of parental behaviour that could raise or reinforce concerns are:

- implausible explanations of injuries;
- unwillingness to seek appropriate medical treatment for injuries;
- injured student kept away from school until injuries have healed without adequate reason;
- a high level of expressed hostility to the student ;
- grossly unrealistic assumptions about student development;
- general dislike of student -like behaviour;
- inappropriate labelling of student 's behaviour as bad or naughty;
- leaving student unsupervised when they are too young to be left unattended.

ADVICE, ANSWERING QUESTIONS & CONFIDENTIALITY

Staff often become initially aware of the possibility of abuse occurring when they are asked for advice/questioned by student in a confidential manner. Having considered the Students Act 1989, the Education Act 1993 and Sex Education in Schools, Circular 51 94, teacher's professional responsibilities, the current legal situation and a desire to protect staff, the Governing Body have issued the following statement/directive. Failure of staff to adhere to these directives may constitute grounds for disciplinary action.

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Offering Advice:

The Governors and staff believe that the school's function is to provide a general education about sexual, drug and other matters and not to offer individual advice, information or counselling on aspects of sexual behaviour, contraception or social behaviour. However, staff may identify sources of professional information and advice when appropriate. If the offering of outside expert advice is not taken up, then a teacher may only give such advice after receiving written permission from the Headteacher and the parents/guardians - clearly this would not be done if the student did not wish it. Advice does not legally require consent but the following procedure protects the teacher and the student, and acknowledges that teachers may not be qualified to give the required advice.

If a student asks a teacher for advice on sexual matters, the teacher must not trespass on the parents' rights and responsibilities. Therefore, the teacher should encourage the student to seek advice from his parents and, if appropriate, from the relevant health service professional.

Teachers cannot:

- give personal advice or counselling on sexual matters (including contraception and abortion) to a student (either individually or within a group) if a parent has withdrawn that pupil from sex education.
- give personal contraceptive advice to students under 16 (for whom sexual intercourse is illegal) without parental consent. (Legally a teacher can give a student under 16 contraceptive advice if the teacher believes that doing so is in the student's best interests. However, in certain circumstances the teacher could be liable to criminal charges and therefore the Governors' instructions are not to give such advice and to refer the matter to the Headteacher).

Teachers can:

- provide students with education and information about where and from whom they can receive confidential sexual advice and treatment, e.g. school nurse, their GP or Brook Advisory Centre. A 'Drop-in Clinic' facility has been set up at school during the lunch hour once a week. This is not the provision of sex education, but merely the imparting of factual information as to where professional advice, counselling and treatment can lawfully be obtained. Appointments to see the nurse can be arranged by the pupil through the form tutor or head of year.

Explicit Questions

It is unlikely to be appropriate to deal with a student's explicit questions by dealing with it in front of the whole class, e.g. questions on oral and anal sex. In practice this means that teachers have to say 'I'm sorry but the School Policy and legislation does not allow me to answer that question'. The teacher may deem it appropriate to discuss the student's concerns with the parents - a decision may then be taken on how best to deal with it. Answers to the 'questions in a box' approach must only be given after very careful screening of the questions. In all cases of explicit questions being asked by a student to a member of staff, abuse should only be suspected when the questions are totally inappropriate to the age of the student

Confidentiality

Having considered all available advice and guidance, the Governors and Headteacher state that in circumstances where a student is considered at some risk of any type of abuse (e.g. sexual or physical) or in breach of the law, the teacher must refer this immediately in writing to the Headteacher/Designated Child Protection Officer in compliance with the LA procedures for Child protection. The Headteacher/Designated Child Protection Officer will decide whether to inform the parents and/or appropriate authorities and may arrange for counselling as appropriate. Although there is no legal duty on a teacher, or a Headteacher/Designated Child Protection Officer, to inform parents of matters which a student has confided to them:

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- teachers must not promise confidentiality even though they cannot be made to break it once given;
- students must be made aware that any incident may be conveyed to the Headteacher/Designated Child Protection Officer and possibly to parents;
- teachers must use their professional judgement and take into account the School's Child Protection Policy to decide whether confidence can be maintained having heard the information;
- teachers must indicate clearly to students when the content of a conversation can no longer be kept confidential - the pupil can then decide whether to proceed or not. When the content of the conversation indicates the possibility of child abuse, the teacher must pass that information onto the Headteacher/Designated Child Protection Officer in accordance with the School policy on Child protection.

4. STAFF ROLES

'Safeguarding children is everyone's responsibility' (DfES 2005)

The Governing Body

The duty of Governing Bodies to ensure the school has effective policies and procedures in place and for monitoring compliance became statutory in June 2004. The Governing Body, however, does not have the right to know details of cases except in exercising their disciplinary functions in respect of allegations against a member of staff.

The Governing Body should:

- Nominate a governor to have responsibility for aspects of student protection in the school, to liaise with the Headteacher and provide information and reports (in conjunction with the Designated Teacher) to the Governing Body. At Bow School this designated governor is (**Maureen Lajolie**)
- Ensure the School has a student protection policy in place in accordance with local inter-agency student protection procedures.
- Ensure the policy is available to parents
- Make arrangements for the Chair of Governors to lead in dealing with any allegations of abuse made against the Headteacher.
- Undertake training about student protection to ensure they have the knowledge and information to discharge their duties and understand their responsibilities.
- Operate safe recruitment procedures and ensure appropriate checks (including Criminal Record Bureau (CRB) and List 99 are carried out on all new members of the Governing Body, as well as all new members of staff.
- Have procedures in place for dealing with allegations of abuse against members of staff, and ensuring these comply with inter-agency guidelines.
- Ensure a member of the SLG is designated to take the lead in student protection issues, who can provide advice, support and training for staff, liaise with LA and all inter-agency personnel.
- Undertake an annual review of policies and procedures and remedy any deficiencies that come to light.

The Headteacher/Designated Child Protection Officer:

The Headteacher/Designated Child Protection Officer (**Mariama Browne**) is the person responsible for contacting Children Schools and Families Directorate to register concern about a student's welfare and implementing procedures relating to student protection. She must therefore:

- implement the policies and procedures adopted by the Governing Body;
- monitor and evaluate the effectiveness and implementation of the School's Child Protection Policy.

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- ensure sufficient time and resources are allocated to the Designated Person to discharge their duties, including taking part in inter-agency strategy meetings and contributing to the assessment Protection Officer of students;
- be fully conversant with Procedures;
- consult and refer cases to Education Welfare Section of LA emphasising that the referral is under child protection procedures;
- organise training on child protection within the school;
- attend LA training;
- keep the Headteacher informed;
- be aware of the role of other agencies;
- ensure representation/reports to Child protection Conferences and keep appropriate records;
- support staff;
- ensure students on Child Protection Register are known and that protection plans are followed and feedback given on a need-to-know basis;
- advise the Headteacher about curriculum issues;
- ensure arrangements are in place for students/student's in work placements and/or who are being educated off-site on a regular basis.

If the Headteacher/Designated Child Protection Officer is absent for any reason it must be made clear to all staff which Deputy is in charge and therefore acting as the Designated Member of Staff.

- a) The Head/designated senior member of staff in collaboration with individual staff must complete the report form within 24 hours of a referral, detailing signs observed, action taken and outcomes of contact with other agencies, and send it as soon as possible to: Children Schools and Families Directorate /Child Protection Advice Line 02073643444
- b) The Head/designated member of staff should be available in the holidays to produce an educational report to contribute to case conferences.
- c) The Head/designated senior member of staff and or individual members of staff must be prepared to attend a case conference (usually called by Children Schools and Families Directorate) at very short notice, even if it proves to be inconvenient.
- d) The Head/designated senior member of staff should inform the initiating member of staff about what action has been taken.

The Headteacher/Designated Child Protection Officer must prepare reports for, and be prepared to attend a case conference that is scheduled to be held during a school holiday. If he/she cannot attend for some reason then the Deputy acting as the Designated Child Protection Officer should attend.

If a student is moving to a new school then the Headteacher/Designated Child Protection Officer must pass any on-going concerns to the Headteacher/Designated Child Protection Officer of the new school, and inform/involve the Keyworker and Register Custodian as appropriate. If a student is currently on the register and is moving to a new school, then the Headteacher/Designated Child Protection Officer must forward all records to the Headteacher/Designated Child Protection Officer of the new school and inform/involve the Keyworker and Register Custodian as appropriate. If the student moves to a new address then the Keyworker and Register Custodian must be informed/involved as appropriate. If the student's new address is unknown, the headteacher must forward any information which he/she has which might prove helpful in tracing a student.

The Headteacher/Designated Child Protection Officer must ensure that in his/her absence any Deputy who is to act as the Designated Member Of Staff knows the procedure to be followed in the case of suspected Child abuse (see Section 4) and the names of any Keyworkers. The Headteacher/Designated Child Protection Officer has a professional duty to enquire about the progress of individual cases in which they are/have been involved.

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School Staff (Teaching):

Abuse of students in attendance at school is most likely to be first noticed by teaching staff and/or educational welfare officers. Teachers bring a number of particular advantages to the recognition of Child abuse, i.e.

- they have regular and frequent opportunities to observe student, including opportunities to observe changes in their behaviour.
- they have an ongoing relationship with student, who may confide in them about difficulties that they are experiencing.
- they have knowledge of the wide range of behaviour likely to be seen in student of a particular age.
- they have opportunities to observe the response of a group of student to particular situations. They will, therefore, be sensitive to surprising or unusual responses.

These opportunities to see student in context give a particular value to the observations of teachers. Their insights need to be complemented by the skills of other relevant disciplines, especially those of social workers and medical practitioners. A teacher may become concerned when a student tells the teacher about events that have happened to them or to a friend, brother, sister or when another adult claims to be aware of abuse. Teachers value their relationships with parents/guardians and in many situations will share their initial concerns about a student with the parents/guardians. However, in many cases the parents/guardians may be the abusers and so teachers should be prepared to share their concerns with other professionals at an early stage without necessarily informing parents of the action they propose to take. Teachers have a professional duty to:

- observe and be alert to signs of abuse;
- take immediate action in the student 's best interest by reporting any suspicion or evidence of abuse or non-accidental injury;
- know the role of the Designated Person and the School Procedures;
- enquire about the progress of individual cases in which they are/have been involved.

All teaching staff must understand the importance of reporting suspicious circumstances and be able to report signs of abuse to the Headteacher/Designated Child Protection Officer. Beyond the initial reporting of suspected child abuse, staff have a clearly restricted role as further judgements and action decisions are the responsibility of other agencies with statutory powers to help the student.

School Staff (Non-Teaching):

As with teaching staff, non-teaching staff have a responsibility to observe and report any suspicion or evidence of abuse or non-accidental injury. All non-teaching staff must understand the importance of reporting suspicious circumstances and be able to report signs of abuse to **Mariama Browne** (Designated Child Protection Officer). Beyond the initial reporting of suspected child abuse, non-teaching staff have a clearly restricted role as further judgements and action decisions are the responsibility of other agencies with statutory powers to help the student.

The Keyworker:

Every student placed on the Child Protection Register has a named Keyworker, who is either a member of the Children Schools and Families Directorate or the NSPCC. It is the Keyworker's responsibility to co-ordinate inter-agency activity. Staff in educational establishments can make a vital contribution in advising and assisting the Keyworker, and have a duty to co-operate fully with the Keyworker in providing information, preparing assessments, implementing plans and in

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supporting the student as appropriate. This may involve liaising with other agencies during school holidays.

CASE CONFERENCES

A case conference is called when there has been a Child Protection Investigation. It is not a forum for a formal decision that a person has abused a student, but it should identify those adults who present, or are thought to present, risks to the student – it is the courts who decide the guilt of a person on child abuse charges. Although case conferences are normally covered by the Children Schools and Families Directorate, other agencies, including education department staff, may request a case conference. Participation may be limited to those who have a need to know or a contribution to make, and this will always include staff in schools, centres and colleges. Where staff at the school are involved with a student, they may contribute to the initial assessment under Section 17 or Section 47 of the enquiry. A report should be prepared and sent to the conference 48 hours prior to the event and copies taken to share with other professionals. Even if alleged abuse had not been identified in the School, the Head / designated Child Protection Officer should automatically be invited to attend the initial case conference as he/she will undoubtedly have invaluable information to contribute. In order to protect the student a Child Protection Plan is drawn up and the student is placed on the Child Protection Register – this is maintained by Children Schools and Families Directorate on behalf of the Local Authority.

Staff in educational establishments may need to be aware of any recommendations made at the case conference and in Child Protection Plan in order to ensure continuing care for the student. It may be necessary to attend case conferences held in school holidays, and the Headteacher/Designated Child Protection Officer will need to make arrangements as appropriate.

Designated Staff in different agencies will be notified if there is an intention to remove a student from the Register and there is a right to object to such de-registration.

At the end of the initial conference, if the student is placed on the Child Protection Register, a 'core group' will be formed, made up of a group of individuals responsible for developing the student protection plan and using it as a detailed working tool. Membership of the core group will comprise the Key Worker, the student, if appropriate, family members and professionals who have direct contact with the family. The Designated Headteacher/Child Protection Officer will be a member for a student present in the School. All members are jointly responsible for changing the Child Protection Plan as need arises and for implementing it. The first meeting of the core group must take place within 10 working days of the Initial Child Protection Conference and meet regularly (at least every six weeks) after that, to monitor changes and alter the student protection plan accordingly.

RECORDS

All records about child protection, including case conference records are confidential and the school must ensure the safekeeping of such records and of other documents for individual cases and the eventual secure destruction of such records. Information given at case conferences must not be disclosed without the prior permission of the person who originally supplied the information. The Education (Schools Records) Regulations 1989 exempt any information relating to actual, alleged or suspected child abuse from the requirements of disclosure to those with 'Parental Responsibility' (Students Act 1989). When a pupil transfers to another school all relevant concerns and/or records must be forwarded on – for further details see Section 3.1 (the role of the Headteacher/Designated Child Protection Officer).

All staff are required to record accurately information that may be required in respect of child protection. If a student discloses, record the precise information as soon as possible, with date,

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event, action taken, and sign and date the record. It is very important for staff to distinguish between fact, observation, allegation and opinion.

All staff records must be passed to the Headteacher/Designated Child Protection Officer for storage and action.

Records should not be kept in the student's normal record file but in a separate secure place.

In cases of alleged child abuse which come to court, child protection records may be required by the court. Information required by the court should be given to the officers of the court and not to other persons who may use it as evidence. It is not necessary for other background information on the student to be released and can only be done with parental permission.

When a student dies the LA may carry out a Section 8 Review under the Students Act 1989. This is a multi-agency investigation and a report on behalf of the Education Department is usually compiled by the Principle Education Officer – Child Protection. All school records must be kept in these circumstances - only copies can be given to parents.

In all cases which involve the death of or serious harm to a student when abuse is confirmed or suspected, the ACPC will require a swift response to requests for information from all agencies including educational establishments. Records must be made available to the Case Review Committee - this further emphasises the need for precise and secure keeping of records in educational establishments. In addition, interviews within the Education Department involving key personnel may be required, in order to assess the quality of decisions made and actions taken.

The Headteacher/Designated Child Protection Officer is responsible for updating and monitoring of records and ensures their confidentiality.

REPORTING PROCEDURE

A member of staff only requires reasonable cause for concern regarding potential child abuse in order to act. Arriving at the point where information and its interpretation give reasonable cause for concern depends upon the source of information. If the information comes from the student then the teacher should act immediately by taking them to find **Mariama Browne** the Designated Child Protection Officer. N.B. One sentence from the student indicating child abuse or non-accidental injury provides you with 'reasonable grounds' and is sufficient for you to act. This may also apply if clear information comes from a sibling or other adult, etc. However, considering that many of the signs of Child abuse are also commonly associated with other medical, social or psychological problems or simply normal student development a teacher may naturally discuss some initial concerns about a student's mental or physical well-being with other staff, parents, etc. However, in many cases the parents/guardians may be the abusers and explanations or comments made by the parents may be sufficient to give the teacher reasonable grounds to suspect Child abuse or non-accidental injury. Once there are reasonable grounds to suspect Child abuse or non-accidental injury, teachers must not contact the parents any further. When there are reasonable grounds to suspect Child abuse or non-accidental injury then the following procedure must be implemented immediately:

1. Make a written report to **Mariama Browne** the Designated Child Protection Officer immediately. When a student has reported what amounts to suspected Child abuse or non-accidental injury, then they should be taken to **Mariama Browne** the Designated Child Protection Officer even before the written report is made.

Staff **must**:

- Remember that the priority is to protect the student.
- Treat the matter seriously.

CHILD PROTECTION

- Receive the student's story if appropriate, listen but do not judge.
- React to what the student tells you with belief and tell the student that they have done the right thing in telling you.
- Indicate to the student what action you will take and make it clear that you will have to inform others (no secrets). Only inform those with a need to know.
- Keep an accurate record of what you have become aware of and what you have done.
- Limit any questioning bearing in mind the '**must not**' points below.

Staff **must not**:

- Contact the parents again – this is the job of Children Schools and Families Directorate.
- Interrogate the student if that student has disclosed information, or ask leading questions.
- Speak to anyone about whom allegations are made (including colleagues).
- Promise to keep secrets/confidentiality.
- Ask a student outright if they or others have suffered abuse.

The teacher may now withdraw from the immediate process but should remain vigilant.

1. The Designated Child Protection Officer must now seek advice. If the time is within normal office working hours the Designated Child Protection Officer must contact Children Schools and Families Directorate. If the time is outside normal office working hours then the Designated Child Protection Officer must contact the Emergency Duty Team of the Children Schools and Families Directorate.
2. If it is necessary for the student to be taken to hospital, then hand the student over to the direct care of medical staff informing them that non-accidental injury is suspected. A member of staff must stay with the student (whether the student has been taken to hospital or not) until the social worker arrives as in Stage 5.
3. A social worker will arrive either at the School or the Hospital as is appropriate. The Headteacher/Designated Child Protection Officer in collaboration with staff involved in the case must complete a report form, detailing signs observed, action taken and outcomes of contact with other agencies, and send it as soon as possible to:
 - i) the appropriate department at the LA.
 - ii) Children Schools and Families Directorate (appropriate Division).

If a parent arrives to collect the student before the social worker has arrived then the member of staff must remember that he/she has no right to prevent contact between the parents/guardians and the student or to prevent the removal of the student by the parents/guardians. However, if there are clear signs of physical risk or threat, the Police should be immediately contacted and fully informed.

4. The social worker(s) will decide on what action to take and it is the Children Schools and Families Directorate who must contact the parents/guardians. The Head/Designated Child Protection Officer should inform the member of staff who first reported the concern as to what action has been taken.

Once a strategy for procuring support has been agreed all parties should be kept well informed of developments as appropriate. The following procedures need not necessarily imply that further action is inevitable. It is important, however, in cases of serious concern that there is communication between schools, and the Children Schools and Families Directorate.

Once the teacher has referred the student into the system they should withdraw from the process. It is not appropriate to talk to the student or to offer further support. However, when a pupil has trusted a teacher enough to disclose, they may feel the desire to return to talk (remember that investigations can sometimes take months). In such a situation the student should be told that comment or advice is inappropriate as to do so may affect their security and safety both in the short and long term. Any 'discussion' could be misused in court by defence lawyers as evidence against the teacher and the student.

CHILD PROTECTION

5. EVALUATION OF CHILD PROTECTION PROCEDURES

Effective monitoring/evaluation of Child protection issues is dependent upon the maintenance of accurate and up to date records. The criteria by which the monitoring and evaluation of the Child protection procedures and policy are undertaken are described below:

PARENTS

1. any pertinent feedback from parents/guardians/carers;
2. regular updating of the information pack for parents in the annual policy review; Parents are encouraged to offer their views on Child protection issues at the annual meeting for parents which is arranged by the Governing body.

STUDENTS

3. any pertinent feedback from students;
4. the number of students on the student protection register;
5. the number of referrals made by staff to the Headteacher/Designated Child Protection Officer ;
6. the number of referrals made by the Headteacher/Designated Child Protection Officer to Children Schools and Families Directorate;
7. numbers of students on the register who pursue education after the age of 16;
8. routine examination by the Governors of anonymous individual case studies;

STAFF/INSET

9. involvement by all staff in training relating to Child Protection issues;
10. the amounts of the budget allocated to training for Child Protection issues;

PLANNING

11. reference to the aims of this policy when curricular planning occurs;
12. analysis and publication of OFSTED / LA reports

COMPLIANCE

The policy is regularly updated in order that we comply with new legislation and good practice. Currently the School's policy for 'Child Protection' is consistent with, and so reinforces the:

- Education Act 2003 section 175 (Work Experience procedures);
- Education Act 2002 section 175;
- 'Child protection' policy of the LA;
- Students Act 1989;
- Administrative Memorandum No. 76;
- Education Act 1993;
- DfEE circulars 10/95 and 11/95 as related to Child Protection;
- specific procedure for Child Protection as prescribed by the county Area Child Protection Committee (ACPC);
- U.N. Convention on the Rights of the Students which contends that all students have an inalienable right to protection from harm and the principles of the Students Act (1989) which states that the welfare of the student is of paramount consideration.
- Safeguarding Children and Safer Recruitment in Education Jan 2007
- London Child protection procedures 3rd Edition 2007

Compiled by: Mariama Browne	Revision Number
Approved by:	Revision date __/__/__

BOW SCHOOL CHILD PROTECTION REPORT FORM
PRIVATE AND CONFIDENTIAL

INTER-AGENCY REFERRAL FORM

- (a) This form is to be used by all agencies referring a child/children to social services for assessment as a child in need, including in need of protection.
- (b) **All urgent referrals should be initiated by phone/fax and followed up in writing within 24 hours, by completion of as much of this form as possible.**

A. CHILD/ YOUNG PERSON

Family Name				Forename/s			
DOB/EDD		M		F	*Ethnicity code	Religion	
Child's first language				Is an interpreter or signer required?			
Address							
Postcode				Tel.			
Current address if different from above							
Postcode				Tel.:			

***ONS Ethnicity Codes:** *White British 1a; White Irish 1b; White other 1c; White & Black Caribbean 2a; White & Black African 2b; White & Asian 2c; Other Mixed 2d; Indian 3a; Pakistani 3b; Bangladeshi 3c; Other Asian 3d; Caribbean 4a; African 4b; Other Black 4c; Chinese 5a; Other ethnic group 5b*

B. CHILD/YOUNG PERSON'S PRINCIPAL CARERS

FULL NAME	DOB If known	Relationship to child	Ethnicity code	Parental responsibility
First language of carers: Is an interpreter or signer required: Y / N				

BOW SCHOOL CHILD PROTECTION REPORT FORM
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i. C. OTHER HOUSEHOLD MEMBERS

FULL NAME	DOB If known	Relationship to child/ young person	Ethnicity code	Tick if also referred

**ii. D. OTHER SIGNIFICANT PEOPLE IN THE CHILD/YOUNG PERSON'S LIFE,
INCLUDING OTHER FAMILY MEMBERS**

FULL NAME	Relationship to child/young person	Address	Tel No

Referrals will be shared with the family and should not be made without their knowledge/agreement unless this would jeopardise the child/young person's safety		
	Y / N	If no, state reason
The child/young person knows about the referral		
The parent/carer knows about the referral		

iii. REASON FOR REFERRAL/REQUEST FOR SERVICES

<i>If an allegation of possible physical abuse, please give specific details of any injury including dates and explanations given</i>

BOW SCHOOL CHILD PROTECTION REPORT FORM
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iv. F. INFORMATION ON STATUTORY STATUS

	Y/ N	Please give details of name of child/young person, dates, category (if known)
Any child in family is/has been on the disability register?		
Any child in family is/has been on the child protection register (CPR)?		
Any child or other family member has been looked after by a local authority?		

v. G. KEY AGENCIES INVOLVED

Insert name of professional if involved	Tel	Insert Name of professional if involved	Tel
H.V.		G.P.	
Nursery		EWO	
School		Police	
YOT		Dentist	
Community mental health		Community Paediatrician	
School Nurse		Midwife	
Hospital Consultant		Other	

vi. H. INFORMATION SUPPORTING THIS REFERRAL

The purpose of this section is to assist the inter-agency assessment. Where you have no information about a particular area please write N/K. Record strengths as well as areas of need or risk so that resources can be directed appropriately.

<p>Child/young person's developmental needs and identified risk factors: <i>Consider health, emotional and behavioural development, education, identity, <u>family and social relationships</u>, social presentation and self care</i></p>

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Parents/carers capacities to respond to child/young person <i>Consider basic care, ensuring safety, emotional warmth, stimulation, provision of guidance and boundaries, and stability</i>
Issues affecting parent/carers capacity to respond appropriately to child/young person's needs
Family and environmental factors which impact on the child <i>Consider family history & functioning, the wider family, housing, employment, income, the family's social integration and the availability of community resources to provide support</i>

vii. I. DETAILS OF REFERRER AND SOCIAL WORKER TAKING REFERRAL

Name of worker completing this referral (please print)			
Agency			
Address			
Ward/Consultant			
Telephone number			
Signature		Date	
Name of social worker taking referral			
Team		Date	

BOW SCHOOL CHILD PROTECTION REPORT FORM
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Glossary of Terms

LA	Local Authority
ACPC	Area Child Protection Committee
CPS	Child Protection Service
NSPCC	National Society for the Prevention of Cruelty to Children