



CHILD PROTECTION

Reviewed by Governors January 2012

INTRODUCTION

The governors and staff fully recognise the contribution the school makes, in partnership with other local agencies, to safeguarding children. We recognise that all staff, including volunteers, have a full and active part to play in protecting our pupils from harm and that everyone in the education service has an objective to keep children and young people safe.

All staff and governors believe that our school should provide a caring, positive safe and stimulating environment which promotes the social, physical and moral development of the individual child. Through its emphasis on prevention and early intervention, this policy aims to minimise the risks of children being abused.

There are two aspects to safeguarding and promoting the welfare of children:

- Arrangements to take all reasonable measures to ensure that risks of harm to children's welfare are minimised; and
- Arrangements to take all appropriate actions to address concerns about the welfare of a child, or children, working to agreed local policies and procedures in full partnership with other local agencies.

Our policy and procedures provide for both these aspects of safeguarding.

The aims of this policy are to:

- Provide a safe environment for children and young people to learn.
- Support the child's development in ways that will foster security, confidence and independence.
- Raise the awareness of both teaching and support staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- Identify children and young people who are suffering or likely to suffer significant harm, and take appropriate action with the aim of making sure they are kept safe both at home and in school.
- Provide a systematic means of monitoring children known or thought to be at risk of harm.
- Emphasise the need for good levels of communication between all members of staff.
- Develop structured procedures within the school which will be followed by all members of the school community in cases of suspected abuse.
- Develop and promote effective working relationships with other agencies, especially the Police, Social Services and Local Authority and contribute to effective partnerships working between all those providing services for children.
- Ensure that safer recruitment practices are used and that Criminal Record Bureau checks are implemented.
- Ensure that all adults within our school who work with children have been checked as to their suitability.

PROCEDURES

Our school procedures for safeguarding children will be in line with the London Child

Protection Procedures. We will ensure that:

- We have a designated member of staff who undertakes regular training.
- We have a trained member of staff who will act in the designated teacher's absence.
- All members of staff undergo regular training to develop their understanding of the signs and indicators of abuse.
- All members of staff know how to respond to a pupil who discloses abuse.
- All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures.

Our procedures will be regularly reviewed and up-dated.

All new members of staff will be given a copy of our child protection procedures as part of their induction into the school and all temporary staff will be made aware of them. All staff will also receive individual and on-going child protection training.

RESPONSIBILITIES

The designated teacher is responsible for:

- Adhering to the ACPC, Local Authority and school procedures with regard to referring a child if there are concerns about possible abuse.
- Keeping written records of concerns about a child even if there is no need to make an immediate referral.
- Ensuring that all such records are kept confidentially and securely and are separate from pupil records.
- Ensuring that an indication of further record-keeping is marked on the pupil records.
- Ensuring that any pupil currently on the child protection register who is absent without explanation for two days is referred to Social Services and that the Education Welfare Service is notified.

SUPPORTING CHILDREN

- We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- Our school will support all pupils by:
 - Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying.
 - Promoting a caring, safe and positive environment within the school.
 - Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
 - Notifying Social Services as soon as there is a significant concern.
 - Providing continuing support to a pupil about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school.

CONFIDENTIALITY

- We recognise that all matters relating to Child Protection are confidential.
- The Headteacher or Designated Teacher will disclose any information about a

- pupil to other members of staff on a need to know basis only.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff must be aware that they cannot promise a child to keep secrets.

SUPPORTING STAFF

- We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- We will support such staff by providing an opportunity to talk through their anxieties with the Designated Teacher and to seek further support as appropriate.

ALLEGATIONS AGAINST STAFF

- If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher.
- The Headteacher on all such occasions will discuss the content of the allegation with the Local Authority's Lead Officer for Child Protection.
- If the allegation made to a member of staff concerns the Headteacher, the designated teacher will immediately inform the Chair of Governors who will consult with the Local Authority's Lead Officer for Child Protection (Stella Newman – 020.8430.4890).
- The school will follow the Local Authority's procedures for managing allegations against staff, a copy of which will be readily available from Ms Powell (Designated Teacher for Child Protection, Director of Pupil Services & Support) and Mr Bradshaw (Headteacher).

WHISTLEBLOWING

- We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues. We have a separate policy on Whistleblowing.

PHYSICAL INTERVENTION

- Our policy on physical intervention by staff is set out in a separate policy and acknowledges that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to another person.
- We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

BULLYING

Our policy on bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

RACIST INCIDENTS

Our policy on racist incidents is set out in a separate policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

PREVENTION

- We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection.
- The school community will therefore:
 - Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
 - Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
 - Include in the curriculum opportunities for PDE which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

HEALTH & SAFETY

Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits.

Aims

The Child Protection Policy seeks to support the child's development in ways which foster security, confidence and independence. It is central to the well being of the individual and has to be seen as an integral part of the academic and pastoral activities of the school.

The aim of these procedures is to make sure that children who are being abused get help quickly. All members of teaching and non-teaching staff should be familiar with this policy and be prepared to deal with children's problems.

It is the moral and legal duty of all adults in charge of children to be ready to protect children in danger from abuse. Education staff have a responsibility to observe, monitor and refer suspected abuse. In Cumberland School Specialist Sports and Applied Learning College this links with our stated aims for the school:

1. To provide quality education, accessible to all pupils, which will prepare them to become confident adults and give them a life long love of learning.
2. To encourage pupils to think for themselves, make valid judgements and acquire the skills that will equip them for work and society in the twenty first century.
3. To create a safe, secure and stimulating environment in which everyone feels valued and respected. To challenge all pupils in order to help them meet the highest of expectations and fulfil their potential.

Additional Child Protection aims are:

To encourage all children towards a positive self image.

To equip children with the appropriate tools to make reasoned, informed choices, judgements and decisions.

To provide a model for open and effective communication between members of the school community.

In addition to the procedures presented in this document the school uses the following means to put the aims into practice.

The Cumberland Code promotes the concepts of respect and care for each other. This lays down the foundation for a school environment where every child is valued as a member of the school.

The Classroom Management System clearly lays down acceptable forms of corrective measures for pupils that avoid any possibility of abuse.

Staff should be aware:

- the PDE curriculum integrates key concepts of Child Protection and positive self image
- PDE, and other subject areas allow opportunities for discussion, role play and expression of thoughts and feelings in an atmosphere of trust, acceptance and tolerance
- access for staff to attend courses on child protection and related issues
- the tutor and year system provide a network of sympathetic adults to whom pupils and parents can look to for support, guidance and assistance

This policy aims to fulfil Cumberland School Specialist Sports and Applied Learning College's obligations as part of the overall response of the LA. Staff should refer to the Inter-Agency document mentioned overleaf for a complete picture of the LA procedures. Attached to this policy is the Education Department guidelines, which set out a framework for Child Protection. The Cumberland Policy is designed to fit into this structure.

Key Personnel:

Headteacher: Mr John Bradshaw

Child Protection Co-ordinator (CPC): Ms Denise Powell
In the absence of CPC: Ms Adjuah Kamara

TiC Social Inclusion and Community: Mr Jim Nuza

Director of Pupil Services and Support: Ms Denise Powell

Year Co-ordinators: Mr Ricardo Green (Year 7)
Mr Bhavesh Galoria (Year 8)
Mr Oliver Naylor (Year 9)
Mr Jeff Lastiotis (Year 10)
Ms Becky Brotherston (Year 11)

Assistant Headteachers Mrs J Bergin-Miah (Year 7)
Ms Jo Doyle (Year 8)
Ms Christina Raines (Year 9)
Ms Marie Healy (Year 10)
Mr Steve Bowes (Year 11)

Person with oversight of Child Protection
and representative on local inter-agency
group Mrs Bergin-Miah

KS3 Deputy: Ms Janet Moore

KS4 Deputy: Ms Caroline Kelly

PDE Co-ordinator:	Ms Natalie Bailey
Director of CPD	Ms Marie Healy
School Learning Mentor:	Ms Dee Graham
Education Welfare Officer	Ms Sandra Barnes
School Governor responsible For Child Protection:	Mrs Sharon Murphy

Curriculum

The aims of child protection are intrinsic to much of the classroom activity in Cumberland School Specialist Sports and Applied Learning College as part of the 'hidden curriculum'. The everyday conduct of school business is based on mutual regard and respect between members of the school community.

It is necessary that the curriculum also has overt and clear input to child protection issues. Much of this work is done in the PDE programme, supported by the work of other departments.

PDE

The following topics in PDE support the curriculum input to Child Protection:
(N.B. this is not the entire PDE programme.)

Year 7	Introduction to secondary school Bullying Road Safety Smoking
Year 8	Study Skills Health Education - Freedom to choose (Drugs/solvents etc). Environment It's your choice - Crime and self image
Year 9	Careers - expanding horizons Health - teenage 'problems' Equal Opportunities Health - Sex Education Young people and the law HIV / AIDS and Sexually Transmitted Diseases
Year 10	Careers - legal rights Rights and responsibilities Citizenship Work Experience
Year 11	World of work - Rights

Legal

A considerable responsibility has been put on to teachers and schools by the Childrens Act. It is the legal and moral responsibility of teachers and schools to identify children in need of protection.

The Childrens Act 2004 – Every Child Matters.

The LA has a statutory duty to investigate where they:

- a) are informed that a child who lives, or is found in their area
 - (i) is the subject of an emergency protection order; or
 - (ii) is in police protection; or
- b) have reasonable cause to suspect that a child who lives, or is found in their area is suffering, or is likely to suffer, significant harm.

It is often a difficult task to identify children at risk and not one to be tackled alone. In some cases fears will be unjustified, but this should not stop staff expressing concern or seeking help. In the majority of instances the task of the teacher will be to identify potential problems, and pass those concerns on to agencies trained to deal with the situation. Under no circumstances should concerns go unreported.

If you consider that a child in your care is in need of protection, report the facts in confidence to the Child Protection Co-ordinator as soon as possible.

Abuse

The abuse of children can take a number of forms, all of which are horrific, and the legacy of which can affect the remainder of the child's life. It is often not enough to put a stop to abuse, the child usually needs long term support and rehabilitation. As teachers we may often not be the agency that can stop the abuser, but we can usually give help and support. The categories of abuse used by the Department of Health are listed below. More detailed definitions and indicators can be found in the 'Inner Agency Child Protection Procedures' issued by Newham LA and available for inspection in the office of the Headteacher. The indicators in this document are those which are likely to be picked up by teaching staff. Some indicators are seen in more than one kind of abuse.

N.B. In every case an indicator is not proof positive, but should act as a warning sign if seen in conjunction with other indicators.

1. Sexual

Actual or likely sexual exploitation of a child or adolescent.

This is the most difficult form of abuse for teachers to become aware of or identify. The child is unlikely to directly complain and for too many people the symptoms are never picked up. Any hint of a suspicion should be reported *in confidence* to the Child Protection Co-ordinator, who must brief the Headteacher. The Headteacher will immediately start an investigation and inform the LA. Keep a personal record of

events in a secure place. This kind of abuse can lead to very serious criminal charges. (See record keeping).

Indicators which may be displayed in school

Physical: pregnancy
self-mutilation

Behaviour: running away
depression
under-achieving at school
over-achieving at school
truancy
social isolation in school
promiscuity
low self-esteem
pseudo-adult behaviour
rage attacks
drug, alcohol or other substance abuse
hysterical attacks
poor concentration at school
compulsive washing
poor emotional control
chronic sense of personal injustice

2. Physical

Actual or likely physical injury to a child, or failure to prevent physical injury or suffering to a child; including deliberate poisoning, suffocation and Munchausen's Syndrome by Proxy.

This is often easier to identify, as the child will display physical injuries. In this case it is important to differentiate between the normal 'wear and tear' of everyday life and systematic deliberate injury. Ask the child how it was injured, do not assume all injuries are accidental. If you are not satisfied with the answers see the Child Protection Co-ordinator who will commence an investigation.

Also, the Year Coordinator should report any concerns to the Child Protection Co-ordinator for further action involving outside agencies. If the abuse is the result of bullying in school the appropriate Deputy Head should be informed as soon as possible.

Some of the indicators of this form of abuse are only evident after medical examination. Those given below are those that might reasonably be picked up in school.

Indicators

Physical:

- Normal bruising occurs over bony prominences of unprotected areas - e.g. forehead, nose, shins and forearms. Bruising in unusual places are cause for concern - e.g. buttocks, back, front of chest, abdomen, neck, ear and upper arms.
- Bruising in the shape of finger tips.
- 'Purple Ear' (bruised ear) is very uncommon in normal accidents BUT commonly found in child abuse.
- Two black eyes are rarely accidental, and only likely to have been caused by an accident if the middle of the forehead or the bridge of the nose is also bruised.
- Deliberate burns are likely to have a regular shape with a clearer outline than accidental burns.
- Burns to the mouth and lips rather than the inside of the mouth.
- Burns on the back of the hand.
- Immersion burns caused by dipping part of a child's body into hot water, this tends to produce uniform burns with clear demarcation lines.
- Splash burns caused by hot water or drinks being thrown or poured on a child.
- Cigarette burns are identifiable as small circular areas of skin loss, almost impossible to cause by accident.

Behavioural:

- Non-compliant.
- Expression of more negative emotions than other children.
- Less interactive, more inhibited and more aggressive with peers.
- More likely to self-harm or to abuse solvents.
- Language and developmental delay.
- Low self-esteem.
- For children with special needs, a change in behaviour may be seen.

3. Neglect

The persistent or severe neglect of a child or the failure to protect a child from exposure to any kind of danger, including cold or starvation or extreme failure to carry out important aspects of care, resulting in the significant impairment of the child's health or development, including non-organic failure to thrive.

The signs of neglect are much more obvious, but are likely to need investigation by Social Services over a period of time. While the reasons for the child's neglected state may be complex, our response is simple. This should be reported to the Child Protection Co-ordinator who will contact Social Services to investigate.

Indicators

Physical:

- Child undersized, not eating regular meals.
- Inappropriate dress for the weather conditions.
- Clothing smelly or dirty.
- Reluctance to see School Nurse or other health workers in school.
- Child persistently dirty and smelly.

Behavioural:

- Blank facial expression.
- Weak response to discomfort.

4. Emotional

The rejection of, denial of love to, constant criticism of a child resulting in or likely to result in a severely adverse effect on the emotional behavioural development of a child. All abuse involves some emotional ill-treatment.

This is a very difficult abuse to define and rectify. It is often difficult for stressed adults to draw a line between the effective and acceptable methods of disciplining children and emotional abuse. Responsible adults have a duty to apply sanctions to help children respond properly to the demands of society. Children often feel very aggrieved when parents and teachers curtail their activities and limit their freedom of action. This will often cause children to complain loudly and bitterly.

However children should not be frightened of any adult in whose care they fall. If pupils are scared of reports of minor indiscipline being reported to parents there is a problem. This should be followed up by the teacher concerned. Pupils who avoid particular lessons may be frightened by the teacher, this should be followed up the Year Coordinator.

Colleagues should remember that the purpose of school sanctions is reform not retribution.

Indicators

- Stunted physical development.
- Disturbed eating patterns.
- Delayed mental development.
- Poor social adjustment.
- Lack of alertness and poor response to stimulation.
- Infrequent vocalisation.
- Infrequent smiling.

- Rocking.
- Self-injury.
- Not seeking comfort.
- Pseudo-mature behaviour and role reversal.

Handling the immediate situation

The suggestions below are offered as an aid to dealing with a child's disclosure. Circumstances will make some suggestions inappropriate, however staff should try to follow the spirit of the guidance.

1. Believe the child.
(You're brave and strong to tell me. You're not to blame).
2. Acknowledge the child's distress and agree the next step - place / time / confidentiality / person.
(I will have to tell somebody else if somebody's hurting or frightening you or someone you know. I will tell you what I'm going to do).
3. Find a safe setting for the conversation where the child feels at ease.
4. Work out with the child what they want told to the class as the reason for distress, if any.
5. Be aware that some lesson topics/activities may prompt disclosure.
6. Know where a supportive colleague is.
7. Remember that Denise Powell is the Designated Teacher or Adjua Kamara in her absence.
8. Acknowledge with the class that one of the class is in distress at the moment and will be looked after.
9. Be aware of the child's and your own gender, race, disability and sexual orientation. Is it necessary to involve an appropriate colleague as soon as possible.
10. Acknowledge the wishes of the child on with whom they wish to speak.
11. Rehearse the words and language you might use in a disclosure situation.

FOLLOW THE POLICY

Evidence

The collection, recording and storage of evidence is a vital part of child protection. Abuse can lead to serious criminal charges and a member of staff may be called to give evidence under oath in court.

All evidence and disclosures made by a child should be recorded as soon as possible after the event. This should be done within 24 hours, preferably before leaving school on the same day. If staff need cover or support in order to get this task done, contact the senior member of staff responsible for cover.

The evidence should be passed to the School's Child Protection Co-ordinator, who will store it in a secure file and take any action deemed necessary (i.e referral to Social Services). Staff should also keep a personal copy, in a safe, secure place in case they are required to give evidence at a later date. **NO OTHER COPIES SHOULD BE MADE OR CIRCULATED.**

When a child discloses information, it may be tempting to agree to respect the child's request to take the matter no further. *It is not possible for staff to fulfil their obligations under these conditions, ALL abuse must be recorded and reported.* It is essential to respect the confidentiality of information received, which should only be passed on to the designated colleagues.

In school follow up

Once a child has been reported via the Child Protection Co-ordinator, the Inter-Agency procedures come into action. The Social Service Department has a statutory duty to intervene in child protection cases. The school will provide evidence and participate in case conferences. In most cases the child will remain in school and will need support.

Children often feel demeaned by the act of disclosure and believe that the adult in whom they confided has lost respect for the individual. This is to be avoided, staff in this position should make every effort to greet the child and spend time in conversation on unconnected issues to establish the fact that normal relations continue.

The disclosure of the details of abuse can be very harrowing causing great distress for the recipient of the information. Staff may choose to share this burden with close friends and colleagues. This is a quite natural and proper response, provided confidentiality is maintained. Some people may feel it inappropriate to share this burden in this way, but have a need for advice and support. The Child Protection Co-ordinator can arrange for colleagues to receive professional advice and counselling. The LA is also investigating the possibility of forming a support group for staff who have to give evidence in court.

Colleagues who have reported abuse have a natural concern that the incident is being dealt with correctly and that the child is being protected. It is the duty of the Child Protection Co-ordinator to keep referring to staff informed of the progress of investigations and actions. The Headteacher and designated Deputy should also be kept informed.

The Child Protection Co-ordinator will always keep the headteacher briefed. Together, they will decide which members of staff need to be informed. The Child Protection Co-ordinator will ensure relevant information is shared sensitively and confidentially.

Who Deals With The Abuser?

Abuser	Agency
Parents & other adults in the home	Social Services Police NSPCC
Adults outside the home	Police NSPCC
Other children	School Parents Police NSPCC
Adults in School	LA Police Headteacher

Referrals

In Cumberland School Specialist Sports and Applied Learning College the Child Protection Co-ordinator is:

Ms Denise Powell (and in her absence Ms Adjuah Kamara)

In all cases where a cause for concern has been established the facts must be passed to the Co-ordinator as soon as possible for further action.

Allegations against teaching or non teaching staff must be reported to the Headteacher (or Deputy if not available) without delay. If the allegation concerns the Headteacher report the matter to the most senior member of staff available (a Deputy Head) who will immediately contact the LA. If there is clear evidence that a criminal act has taken place the Headteacher or Deputy has a duty to report the matter to the Police.

The Co-ordinator is responsible for making direct referrals to the following:

- Social Service Offices.
- Social Service Emergency Duty Team (out of hours).
- Police Child Protection team.
- Local Police Stations (out of office hours).
- NSPCC (as necessary, when no adequate response is available from the above).
- The Headteacher, who will notify the LA.

The initial referral should be made by telephone, and confirmed in writing within 3 working days.

The staff taking referrals will seek the following information, but the referral should not be delayed if these are not immediately available:

- Name, designation, address and telephone number of referrer.
- The child's name, date of birth, address and detail of other family or household members; details of other significant adults/children.
- The name of the G.P.
- Ethnic origin of child and family and language spoken.
- Detail of concern.
- Detail of the incident, e.g. date, time, what the referrer was told and by whom, what they heard or observed, what they said or did.
- The nature of the child's and family's relationship with the referrer (i.e. pupil/teacher).
- The child's past and current circumstances and behaviour.
- Details of agencies known to be involved .
- Has the family been informed that a referral will be made?

Following up referrals

The next stages of the process are clearly laid down by the LA in their 'Inter-Agency Child Protection Procedures' which will be followed up by the agencies specified.

As a result of investigations the school may be asked to release an appropriate member of staff for a case conference or to give evidence. Colleagues are advised to keep personal notes in a secure place that can be referred to at a later date.

The school will be expected to provide the following evidence:

- Information on academic achievement.
- Information on peer relationships.
- Attendance.
- What the child has said to the teacher(s).
- Behaviour of the child.
- Demeanour of the child.
- Relationship with parent.
- Parent's relationship with the school.