

Date Approval Sought Oct 2008

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## Child Protection Policy

Longford Park School

Prepared : **June 2008**  
Reviewed : *SAMUE C MARTIN*

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Approved by Governing Body : *Signed Samuel C Martin*

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## LONGFORD PARK SCHOOL

### CHILD PROTECTION POLICY

This policy includes:

- (1) Procedures to follow in case of abuse.
- (2) Recording methods if abuse is suspected, and what should be recorded.
- (3) Information on signs and symptoms of abuse.

- **The Designated person for Child Protection is Sian Hodgson**
- **The School works closely with the Trafford Area Child Protection Committee. The School has a copy of the Authority's Child Protection Procedures. This deals in depth with Child Protection Issues. A copy of the Protection Procedures is also kept in the Head Teachers' office.**

Staff at Longford Park School work within the guidelines set down by the LEA. All staff are made aware of the procedures to follow if there is suspicion of abuse, of any nature, or if they have knowledge that abuse has taken place. During induction new staff are given information including the name of the designated person, and receive initial training regarding the definitions of abuse and the procedures of monitoring and recording to be followed. Staff are also made aware of the legal requirements should they have knowledge of such abuse. At all times the safety of the child is the first priority.

It is maintained that each pupil is an individual in his/her own right, and as such has his/her unique needs. Each individual is of equal worth regardless of: race, religion, gender, sexual orientation, social background, or special educational need. It is the intention at Longford Park School to protect the rights and safety of each individual.

**School staff do not have any power to investigate suspicions or disclosure of abuse. Information must be passed to either the designated person, or directly to the Head Teacher. Investigations are carried out by Social Services, or the police. Staff might be required to write reports, attend meetings, and in some circumstances attend court.**

## **AIMS**

In order to protect the rights of each individual at Longford Park, staff are:

- Encouraged to examine their own feelings concerning abuse.
- Made aware of the definitions, signs and symptoms of abuse.
- To have the necessary skills to monitor and record suspected cases of abuse.
- Fully aware of the legal requirements if a child has been abused.
- Prepared to follow the correct procedures. (see Appendix 1)
- To empower children to an extent that they have a voice, and feel free enough to voice opinions, and feelings.
- To protect all individuals from harm whether physical, emotional, or sexual.
- To provide curriculum opportunities that enable pupils to be aware of their right to be safe, and the ability to seek help if they feel in need of protection.

## **Process**

If a member of staff suspects that some form of abuse is taking place he/she should discuss the situation with the designated member of staff, or with the Head Teacher. After assessing the situation one of the following shall be carried out:

- No further action to be taken if enquiries lead to a satisfactory outcome.
- The pupil shall be monitored. (see appendix 2)
- Unofficial talks with Social Services.
- Referral made to Social Services through the procedures in place.

**Staff at Longford Park should not attempt to carry out an investigation in any circumstances.**

**All documentation related to Child Protection is strictly confidential and must be kept in a central place under lock and key.**

## **Abuse by Professionals**

It is the responsibility of all staff to protect all young people in their care from harm. If a member of staff has any suspicions that a colleague or other professional in the Service is abusing pupils this should be brought to the attention of the Head Teacher as soon as possible. Any suspicions will be investigated by The Local Authority and the police.

## **Signs and Symptoms**

Abuse falls into the following categories:

- Physical
- Emotional
- Sexual
- Neglect

There are many signs and symptoms. (see appendix 3) It must be stated that they do not necessarily point to abuse, but must be taken seriously at all times. School staff are in a unique position, seeing pupils on a daily basis, and having a knowledge of each pupil in their care. If, in their professional opinion, there is cause for concern then an immediate report must be made to the designated person at The School.

## **Recording**

Any child who is considered to be 'at risk' should be monitored by the class teacher and any other member of staff may contribute to the monitoring. The designated person shall liaise with staff who are part of the monitoring process.

Recording when there are suspicions of abuse should be dealt with as each individual case occurs. The designated person shall discuss the matter with relevant staff and all records will be kept confidential unless needed for an investigation. (Des Circular 17/89) **Files relating to abuse must be kept securely locked.**

## **Contribution of the Curriculum**

The PSHE curriculum helps to play a part in informing pupils of issues related to child protection. These issues include:

- Bullying, by adults or other pupils.

- Sex education, particularly relationships.
- Decision making, including the right to say no.
- Health matters.
- Circle time, which enables pupils to develop speaking and listening skills, thus giving them a voice.

### **Complaints Procedure**

- The complaints procedure should outline how adults and children can make complaints or talk about things in school that make them feel unsafe.
- The complaints procedure should be accessible to all and make use of symbols, pictures and audio-visual techniques.
- Information about the complaints procedure should be displayed around school.

## **Child Protection**

### **Management Practice –**

#### **(1) Minimising the risk of actual or alleged Professional Abuse**

##### **1. School Policies**

- School Policies should contain a written statement of expectations of how adults should behave in their work with children and young people.
- Child Protection and Behaviour Management Training should be an integral part of staff development.
- Child Protection work on areas such as feelings, emotions, trust, secrets, assertiveness, touch and self-esteem should be highlighted where appropriate in Curriculum Policies.
- The potential for Professional Abuse should be recognised explicitly in relevant school policies.
- Display relevant information such as values, statements, behaviour management, codes of conduct and complaints procedure around the school.
- Opportunities should be taken to publicise the schools approach to working with children through Parents' Meetings, Annual reviews, Newsletters and Governors' Reports.

## **2. Recruitment and Selection**

- Recruitment processes should be explicit in setting out expectations in respect of behaviour management and approaches to working with children and young people.
- Selection processes should be specific about the personal and professional characteristics of the candidate such as:
  - Ability and willingness to listen to children
  - Ability and willingness to create a safe environment in which children can learn
  - Understanding and acceptance of the individual rights of children
  - Ability and willingness to work within the schools behaviour management system
  - Ability and willingness to implement group decisions as a member of the team

### **REMEMBER:**

Abuse depends on:

- Secrecy
- Fear
- Selecting Victims
- Adults holding all power

## **3. Induction Procedures**

- Include information on school values, Children Protection and Behaviour Management as part of the induction process.
- Have clearly outlined induction procedures for everyone, students, staff and volunteers. (including temporary or supply staff)
- Ensure that new students, staff and volunteers have a mentor who can support them, particularly during induction. The mentor should be able to ensure that approaches to working with children and young people are made explicit and reinforced.
- All new students, staff and volunteers should be made aware of the complaints procedures.
- Visitors to the school should be briefed on the schools expectations.

## **4. School Prospectus**

- The school prospectus should clearly set out the school's Mission Values and Aims so that expectations are explicit.

- The school prospectus should define the rights of children at the school.
- Child Protection procedures should be described in the prospectus.
- The prospectus should describe the school's complaints procedure.

## **5. Complaints Procedure**

- The complaints procedure should outline how adults and children can make complaints or talk about things in school that make them feel unsafe.
- The complaints procedure should be accessible to all and make use of symbols, pictures and audio-visual techniques.
- Information about the complaints procedure should be displayed around the school.

## **6. Code of Conduct**

- The schools' Code of Conduct should be displayed and should make explicit, the expectations of how adults should behave towards children.

## **Child Protection**

### **Management Practices**

#### **(II) Protecting Staff from Allegations of Child Abuse**

#### **REMEMBER:**

Abuse depends on:

- Secrecy
- Fear
- Selecting Victims
- Adults holding all the power

#### **1. Abuse depends on Secrecy**

- Invite people into the classroom, parents, colleagues, visitors, volunteers.
- Make it possible for people to see into the classroom, even if they don't come in.
- Share your lesson plans and activities.
- Make sure that others know what you are doing with pupils, when and why.
- Make sure that your arrangements for supervising pupils are known to and accepted by managers and parents.
- Keep records and share information.
- Work openly and honestly with parents and carers.

- Gain parental agreement for out of school activities, transporting pupils, and changing pupils.
- Work as part of the school team. Share skills, challenge and question practice. Avoid practices that mean closing ranks and avoiding scrutiny.

## **2. Abuse depends on Fear**

- Ensure that pupils are not frightened by being shouted at, intimidated or ridiculed.
- Use clearly recognised rewards and sanctions that are part of the schools' Behaviour Management procedures.
- Record the rewards and sanctions that the children receive. Encourage them to take an active role in this process.
- Make rewards and sanctions explicit and have the system on display in the classroom.
- If restraint is used, ensure that the child's views are recorded on the information sheet.

## **3. Abuse depends on Selecting Victims**

- Keep records of pupils who are selected for preferred activities.
- Make sure that all pupils have access to taking on responsibility.
- In small groups, or paired working situations, rotate the adult/ child pairings.
- Call pupils by their given names. Avoid using nick-names that can be misinterpreted.

## **4. Abuse depends on Adults holding all Power**

- Ensure that pupils have a voice. Pupils should have more than one person they can talk to.
- Ensure that pupils are aware of the complaints procedure.
- Don't enter into covert understandings with pupils which means you will not make information known to others (eg: parents not being informed of smoking)

## **Avoiding Allegations of Abuse**

- Celebrate what you do
- Tell people why you do it
- Be open
- Be honest
- Be explicit
- Talk about it
- Question Practice
- Think Enquiry
- Maintain Records

**Model of Children in Need**

Category	Examples	Response	Planning Process	Services
<b>1. Universal Need</b>	<p>Mainstream Education  Routine Health Visiting  Universal Leisure &amp; Community Services  Police Services</p> <ul style="list-style-type: none"> <li>- Citizenship</li> <li>- Personal &amp; Social Education</li> <li>- Personal Safety</li> </ul>	Routine Services	N/A	<p>Early Years Partnership Service  Primary Care Services  Mainstream School Placement Housing  Mainstream Leisure Services  Parks and Countryside Services  Library and Information Services  Community and Youth Services  Arts and Museum Services  Leisure and Special Events  Bridges to Inclusion</p> <p><b>All Level 1 Services plus:</b>  Speech Therapy  Physiotherapy  Occupational Therapy  Acute Health Services  Specialist Nursing Services  Portage  Child Guidance  Education Welfare Officer  Special Needs Services  Central Support Services  Primary Support Services  Sensory Impaired Services  Paediatric Audiology  FACE  Community Policing  Domestic Violence Unit Support  Community Medical Officers  Paediatric Liaison  Hospital at Home  Children's Society Hillside Project  Barnados Wider Horizons Project  Barnados Parenting Matters Project  Youth First  Youth at Risk  Specialist SSD Disability Services  Young Carers Support  SSD Assessment as Child in Need (Disability)</p>
<b>2. Need for Support</b>	<p><b>Pattern of non-school attendance</b>  <b>Poor Hygiene</b>  <b>Child management problems</b>  <b>Missed 'referral' appointments</b>  <b>Organic developmental delay</b>  <b>Residence/ contact disputes in civil proceedings</b>  <b>Parental substance abuse</b>  <b>Parental violent behaviour</b>  <b>Initial referrals of domestic violence</b>  <b>Child with disability/ serious illness</b>  <b>Parental illness (physical or mental)</b>  <b>Issues of poor bonding &amp; attachment</b>  <b>Antisocial behaviour</b>  <b>Crime Prevention</b>  <b>Sporting opportunities</b></p>	<p>a) Single Entry Concern  → <b>Single Agency Support Plan</b></p> <hr/> <p>b) Multiple Support Needs →  <b>Multiple Agency Support Plan</b></p>	<p>Planning Meeting  Professionals Meeting</p> <hr/> <p>Planning Meeting  Professionals Meeting  Statutory Review  Core Group</p>	

<p><b>3. Child Concern</b></p>	<p><b>Failure to impact category 2 needs.</b>  <b>Escalation of Category 2 concerns.</b>  History of Domestic Violence Incidents  Non-organic developmental delay/ failure to thrive  Allegations of neglect/ emotional harm  Unclear allegations of abuse  Child at risk from own behaviour  Child Invisible to Lead agency  Child missing from home</p>	<p>Multi Agency Concern →  Intervention Plan</p>	<p>Statutory Review  Core Group  Planning Meeting  Professional Meeting  Strategy Meeting  Reconvened Strategy Meeting</p>	<p><b>All Level 1, 2 &amp; 3 Services, plus:</b>  Child Mental Health Services  Willis House Learning Disabilities Team  Social Work Assessment  Social Work Intervention  Police Family Support Unit  Family School Intervention  Young Peoples Resource Team Intervention  Youth Offending Team Intervention  Support for non-abusing parents (police)</p>
<p><b>4. Need for Prevention</b></p>	<p><b>Failure to impact category 3 needs</b>  <b>Escalation of Category 3 concerns</b>  Clear allegation of Abuse (unassessed)  Schedule 1 Offender (unassessed)  Pre-birth Assessments  Allegations of professional abuse  Situations where risk is identified but agencies are confident that risk can be managed with an interagency prevention plan, as good levels of co-operation and sustainability are identified together with a low vulnerability level of the child.</p>	<p>Multi Agency Concerns →  Prevention Plan</p>	<p>Statutory Review  Core Group  Professionals Meeting  Strategy Meeting  Reconvened Strategy Meeting  <b>Prevention Plan Meeting</b></p>	<p><b>All Level 1, 2 &amp; 3 Services Plus:</b>  Specialist Multi agency funded placements  Section 20 (Childrens Act 1989) accommodation  Multi agency assessments  Police Assessment – threat  - risk  Injunctions</p>
<p><b>5. Need for Protection</b></p>	<p><b>Escalation or failure to impact on Category 4 concerns</b>  Risk which cannot be managed by a prevention plan  Actual Serious injury/ abuse  Serious risk of injury/ abuse</p>	<p>Multi agency concern →  <b>Protection Plan</b></p>	<p>Statutory Review  Core Group  Professionals Meeting  Strategy Meeting  Reconvened Strategy Meeting  <b>Child Protection Case Conference</b>  Child Protection Review  Deregistration Child  Protection Case Conference</p>	<p><b>All level 1, 2, 3 &amp; 4 services plus:</b>  Possible legal proceedings  Possible separation of family  Police Protection Order  Removal/ Arrest of offender  Victim Support Services  Witness Service Support  Bail Conditions  Criminal Reparations  Criminal Injuries Compensation</p>

## **Appendix 2**

### **What should be Recorded?**

- Patterns of Attendance
- Changes in mood
- Changes in classroom functioning
- Relationships (with peers, adults)
- Behaviour
- Statements, comments, stories, 'news', drawings
- General demeanour and appearance
- Parental interest and comments
- Home/ Family changes
- Medicals
- Response to PE/ Sport
- Injuries/ Marks (past and present)

## DISCLOSURE FORM FOR MONITORING

1. Name of child: \_\_\_\_\_
2. Date of birth: \_\_\_\_\_ 3. Age: \_\_\_\_\_ 4. Gender M/F
5. Home address: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. Designated member of staff: Sian Stern/Bev Owens
7. Reporting member of staff:
8. Are you passing on your own concerns? Yes / No
9. Are you passing on the concerns of someone else? Yes / No
10. Brief description of what has prompted the concerns: **including dates, times, etc. of any specific incidents:**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
11. Description of any visible injuries: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
12. Description of any behaviour signs: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
13. Reporting member of staff please initial here: \_\_\_\_\_
14. Today's date: \_\_\_\_\_

## URGENT DISCLOSURE FORM

1. Name of child: \_\_\_\_\_
2. Date of birth: \_\_\_\_\_ 3. Age: \_\_\_\_\_ 4. Gender M/F
5. Home address: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. Designated member of staff: Sian Stern/Bev Owens
7. Reporting member of staff:
8. Are you passing on your own concerns? Yes / No
9. Are you passing on the concerns of someone else? Yes / No
10. Brief description of what has prompted the concerns: **including dates, times, etc. of any specific incidents:**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
11. Description of any visible injuries: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
12. Description of any behaviour signs: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
13. Reporting member of staff please initial here: \_\_\_\_\_
14. Today's date: \_\_\_\_\_

# CHILD PROTECTION

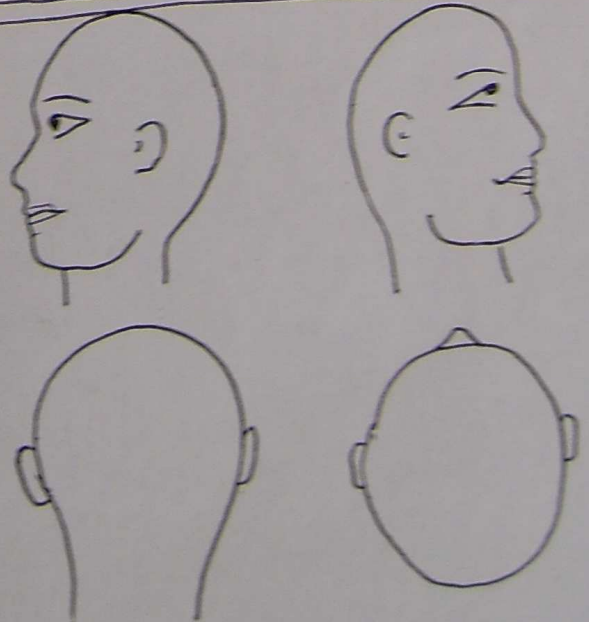
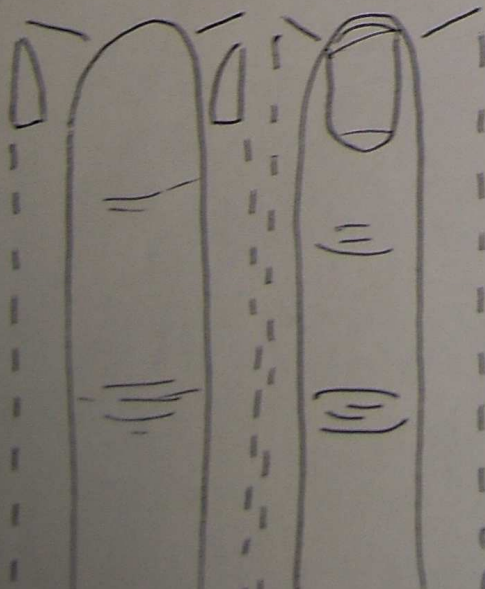
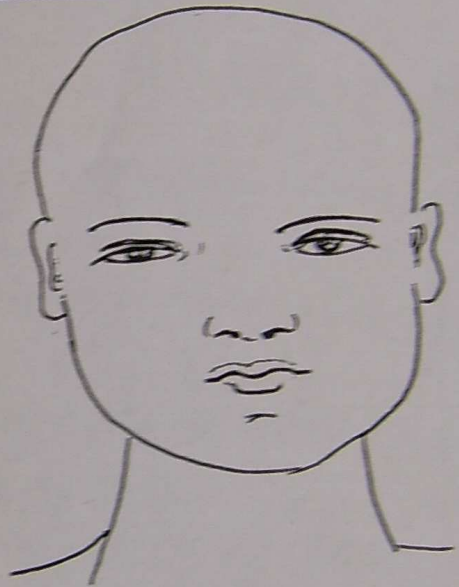
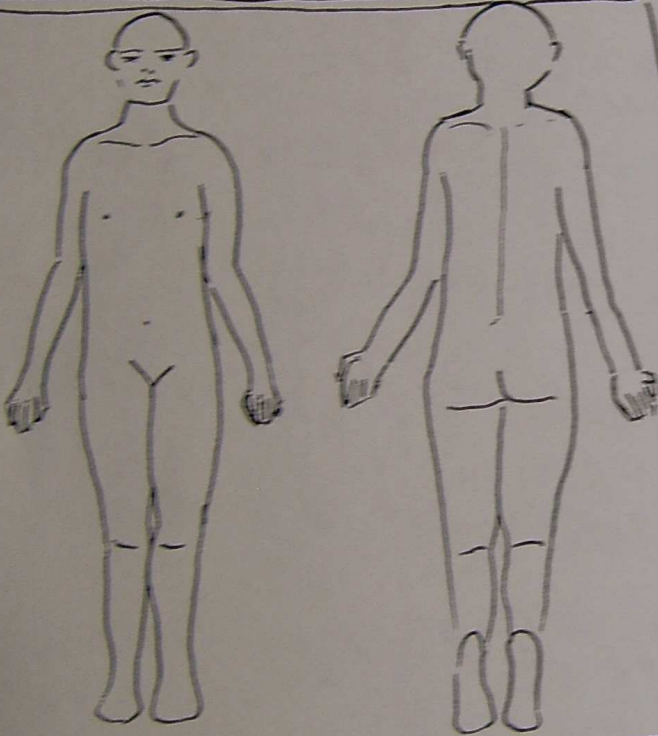
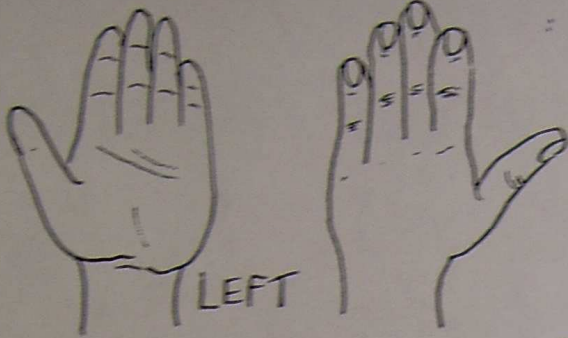
STRICTLY CONFIDENTIAL

## BODY MAP

NAME:

Dominant Hand L R (circle)

Injured Hand L R (circle)



## **Signs of Abuse**

### **Physical**

This is one definition of physical abuse:

*“Physical abuse implies physically harmful action directed against a child; it is usually defined by any inflicted injury such as bruises, burns, head injuries, fractures, abdominal injuries or poisoning.”*

### **POSSIBLE SIGNS OF PHYSICAL ABUSE:**

- Unexplained injuries or burns, particularly if they are recurrent
- Improbable causes given to explain injuries
- Refusal to discuss injuries
- Untreated injuries
- Admission of punishment which appears excessive
- Fear of parents being contacted
- Bald patches
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of returning home
- Fear of medical help
- Self-destructive tendencies
- Aggression towards others
- Chronic running away
- Have unexplained sums of money
- Act in sexually inappropriate way towards adults

## **Signs of Abuse**

### **Neglect**

This is one definition of neglect:

*“Neglect can be a very insidious form of maltreatment, which can go on for a long time. It implies the failure of the parents to act properly in safeguarding the health, safety and well being of the child. It includes nutritional neglect, failure to provide medical care or to protect a child from physical and social danger.”CH Kempe*

#### **POSSIBLE SIGNS OF NEGLECT:**

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor states of clothing
- Emaciation
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Destructive tendencies
- Low self-esteem
- Neurotic behaviour (eg: rocking, hair-twisting, thumb-sucking)
- No social relationships
- Chronic running away
- Compulsive stealing
- Scavenging for food or clothes

## **Signs of Abuse**

### **Emotional**

This is one definition of emotional abuse:

*“Emotional abuse includes a child being continually terrorised, berated or rejected.” C.H.Kempe*

### **POSSIBLE SIGNS OF EMOTIONAL ABUSE:**

- Physical, mental and emotional development lags
- Admission of punishment which appears excessive
- Over-reaction to mistakes
- Sudden speech disorders
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour (eg: rocking, hair-twisting, thumb-sucking)
- Self-mutilation
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/ solvent abuse
- Chronic running away
- Compulsive stealing
- Scavenging for food or clothes

## **Signs of Abuse**

### **Sexual**

#### **POSSIBLE SIGNS OF SEXUAL ABUSE**

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. They can include non-contact activities such as involving children looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Possible signs include:

- Bruises, scratches, burns or bite marks
- Scratches abrasions or persistent infection in the anal or genital region
- Pregnancy
- Sexual awareness inappropriate to the child's age
- Frequent public masturbation
- Attempts to teach other children about sexual activity
- Refusing to stay with certain people or go to certain places
- Aggressiveness, anger, anxiety, tearfulness
- Withdrawal from friends

**If a young person tells you about abuse:**

**DO:**

- Believe the young person and tell them you believe them.
- Tell the young person you are glad they told you.
- Acknowledge that the young person has been brave to tell you.
- Reassure them that what has happened is not their fault. The abuser is responsible for what has happened to them.
- Reassure them that what has happened to them is not unusual and has happened to lots of children.
- Be honest about your own position, who you will have to tell and why.
- Keep the young person fully informed about what you are doing/ what is happening at every stage.
- Give the young person information about other confidential sources of help (phonelines etc.)
- Make brief notes at the time and write them up afterwards – keep both sets just in case
- Use diagrams to record the position of any marks or bruising
- Be objective in your recording

**DON'T:**

- Make promises you can't keep
- "Interrogate" the young person with lots of questions. It isn't your role to carry out an investigation – that is up to the Social Services/ NSPCC/ Police.
- Cast doubt on what the young person tells you. It has taken a great deal of courage for them to tell you.
- Say anything that may make them feel responsible for the abuse (eg: "Why haven't you told anyone before?")

- Communicate feelings of anger without stating that it is the abuser you feel angry towards. The young person may think you are angry with them.
- Panic. When confronted with the reality of abuse, there is often a feeling of needing to “act immediately”. Action taken too hastily can be counter-productive.

After the disclosure, appropriate support should be given to both the child and the members of staff receiving and dealing with the disclosure.