

**Notting Hill Preparatory School**

**Policy for**

**Safeguarding Children and Safer  
Recruitment**

**(EYFS & KS1-3)**

**September 2007**  
**Revised May 2008**  
**Revised September 2009**

## Introduction

The governors and staff of Notting Hill Preparatory School fully recognise the responsibilities they have to safeguard and promote the welfare of children who are pupils at the school. We recognise that all staff, including volunteers and part-time staff, have a full and active part to play in protecting our pupils from harm.

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.

The aims of this policy are:

- To support the child's development in ways that will foster security, confidence and independence;
- To raise the awareness of both teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse;
- To provide a systematic means of monitoring children known or thought to be at risk of harm;
- To emphasise the need for good levels of communication between all members of staff;
- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse;
- To develop and promote effective working relationships with the other agencies, including the Police and Family Services;
- To ensure that all adults within our school who have access to children have been checked as to their suitability.

## Procedures

Our school procedures for safeguarding children comply with DCSF Guidance **Safeguarding Children and Safer Recruitment** for which **Every Child Matters** provides a framework, and are in accordance with locally agreed inter-agency procedures and in line with the London Child Protection Procedures under the auspices of the LSCB.

- We have two designated members of staff who are Child Protection Officers (CPOs): the Year 5 Form Teacher (Aeronwy Davies) and the Headmistress, Jane Cameron, both of whom are trained in Child Protection procedures and inter-agency working. Aeronwy Davies is the lead CPO and also the CPO for the EYFS setting, liaising with the local statutory agencies as appropriate. Their training is updated every two years.
- All members of staff are familiar with the categories and definitions used when referring to Child Protection (see Appendices 1-4);
- All members of staff develop their understanding of the signs and indicators of abuse and receive training on a regular basis (a minimum of every three years);
- Part-time and voluntary staff who work with children are made aware of training arrangements and are given induction training by the Deputy CPO who is fully trained in child protection procedures. This will be updated every three years, but all staff are encouraged to attend the annual induction for new members of staff;
- All members of staff know how to respond to a pupil who discloses abuse and will ensure that time is given to the child in order that they can fully concentrate on the child's disclosure and that this time is found as a matter of urgency. This information will then be passed on to the CPO immediately;
- The CPO will ensure that the correct Child Protection forms for monitoring, recording and reporting to formal settings are made available to staff. Staff will ensure that these forms are kept confidentially, kept up to date and completed in line with deadlines (see Appendices 6-9 for copies of these forms);

- All parents/carers are made aware of the responsibilities of staff members with regard to safeguarding/child protection procedures through a child protection statement included in the Parent Handbook which refers to the full Policy on the School website;
- The Child Protection Policy is available to parents on the school website;
- Policies and procedures and the efficiency with which related duties are discharged are reviewed annually by the Board of Governors, and any deficiencies or weaknesses are remedied immediately;
- Child protection procedures are summarised in the Staff Handbook where reference is made to the fact that the complete Policy must be read by all classroom staff. A refresher staff inset will be given every year in the second half of the Autumn term. This does not affect the commitment to staff training on a minimum three-yearly cycle. Child protection procedures may also be referred to in group meetings and professional meetings throughout the academic year as appropriate;
- All members of staff receive child protection training (updated every three years);
- All new members of staff are given a copy of our Safeguarding Children Policy as part of their induction into the school.
- The Governor responsible for Child Protection, Dr Gary Savage, undertakes an annual review of the school's child protection policies and procedures and the efficiency with which related duties have been carried out. Any recommended amendments or revisions to procedures are disseminated to all staff.

### **Responsibilities**

The designated CPO is responsible for:

- Ensuring that the policy is in accordance with RBK&C agreed inter-agency procedures;
- Adhering to LSCB and national guidance, London Child Protection Procedures, 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 ongoing monitoring of children is kept up to date;
- 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 pupils records;
- Ensuring that any pupil currently on the child protection register who is absent without explanation for two days is referred to Family Services and Education Welfare Service;
- Ensuring that accurate and up to date information about individual children is presented at Child Protection Conferences;
- Ensuring that action points agreed at Child Protection Conferences, Child Protection Reviews and Core Group Meetings are carried out.

### **Supporting Children**

We recognise that a child who is abused or witnesses violence may find it difficult to develop and maintain a sense of self worth. We recognise that a child in these circumstances may feel helpless and humiliated. We recognise that a child may feel self blame.

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.

We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Our school will support all pupils by:

- Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying (PSCHE, Circle Time, Worry Box);
- Promoting a caring, safe and positive environment within the school (PSCHE, Circle Time, School Rules, Assemblies, support of Head Boy and Head Girl, Prefects);
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children;
- Notifying Family Services as soon as there is a significant concern;
- Ensuring that children who are at risk are closely monitored;
- Ensuring that monitoring procedures are up to date and regularly reviewed;
- Children will be given time and privacy should they wish to talk to an adult;
- 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.

### When to be concerned

It is the responsibility of the school community to be alert for **signs of abuse**.

Examples of abuse may include:

- **Physical abuse** – see Appendix 1
- **Emotional abuse** – see Appendix 2
- **Sexual abuse** – see Appendix 3
- **Neglect** – see Appendix 4
- **Domestic violence:** This is a child protection issue and children and young people are at risk physically and emotionally and also vulnerable in terms of keeping themselves safe from others.
- **Other actions to cause concern:** Children may find themselves in situations that are not listed above but still might be at significant risk. These might include, for example, situations where another child in the household has been harmed or the household contains a known abuser.
- **Bullying:** Bullying is a form of abuse by one or more pupils against another pupil. It takes many forms. It may be quite ordinary behaviour but focused in order to undermine a victim. It may take the form of verbal, physical or emotional abuse, or harassment on gender or racial grounds. Once a victim is sensitised, a threatening look alone may reinforce their fearfulness. A victim may feel isolated because of gender, race, colour, physical appearance or age. Bullying has the effect of hurting, threatening or frightening another person. Bullying is oppressive, coercive and an abuse of power. It makes a victim feel isolated and undermines self-confidence. It is often planned and secret. Bullying tends to be systematic rather than a one-off act. Our procedure on bullying is set out in a separate **Anti-Bullying Policy**, and bullying on racial grounds is covered in our **Education for Ethnic Diversity Policy**. Repeated bullying incidents or a single serious incident may lead to consideration under Child Protection Procedures.

### Procedure for staff

If confronted with a possible case of abuse, or disclosure of abuse, each member of staff should in the first instance follow the simple rules of listening and being supportive, but without asking any leading questions. Contemporaneous notes should be kept of any conversation, and signed and dated by the member of staff.

If a pupil is deemed to be at risk, or has made an allegation or disclosure of abuse, it must be explained to the pupil that the member of staff cannot promise confidentiality as he/she is under a duty to report the matter. All staff will be made aware that they have a professional responsibility to share information with other agencies in order to safeguard children. The pupil will need to be reassured that only the minimum number of people will need to know in order to keep him/her safe, and that it is in their best interests that the matter is reported. It is

not appropriate for staff to conduct any kind of investigation; staff cannot undertake to keep secret what the pupil has told them.

Any concern about abuse should be reported immediately to the lead CPO or the Headmistress, except in the circumstance that a claim is made against a member of staff, in which case reference should be made to the Headmistress only. In the case where a claim is made against the Headmistress, then it must go immediately to the Chairman of the Board of Governors.

See summary **NHP Child Protection Procedures** sheet for staff (Appendix 5).

### **Role of the designated CPO**

The CPO is responsible for ensuring that the correct procedures are followed if there are concerns about possible abuse.

Through training and experience she will be able to judge how to proceed further when cases are reported to her. Other parties will be involved only on a 'need to know basis' in the interests of the child concerned. Discussion might involve the pupil concerned (usually in the presence of another person); form teacher; other teacher; other pupils; parents (except where this is deemed to put the pupil at risk or danger and except in a case where there has been an allegation of sexual misconduct or abuse).

As a result of these discussions, the CPO with the Headmistress will determine a strategy that might include

- Consultation with the Governor responsible for Child Protection – Dr Gary Savage
- Close monitoring of child's behaviour and well being
- A response to any bullying as laid down in the Policy on Anti-Bullying
- A consultation (within 24 hours), on a no-names basis, with the Welfare Officer (Hilary Shaw), of the local authority child protection team
- A referral to the Social Services
- A call for a Strategy Meeting which would include interested parties

(Contact details for all of the above are given at the end of this policy.)

In each case, discretion and confidence will be maintained at the appropriate level, the CPO being responsible for communicating strategies and decisions on a 'need to know basis' and maintaining a written record. Continuing support will be given to a pupil who leaves the School, about whom there have been concerns, by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school.

The CPO will report regularly to the designated Child Protection Governor (Dr Savage) on procedures implemented. The Governing Body will review annually whether the School's obligations under current legislation are being fully implemented, and that the DCSF guidance *Safeguarding Children and Safer Recruitment* based on the *Every Child Matters* framework (2005) is being followed.

### **Confidentiality**

We recognise that all matters relating to Child Protection are confidential.

The Headmistress and the lead CPO 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 CPO and to seek further support as appropriate.

## Allegations against staff

We understand that a pupil may make an allegation against a member of staff (including permanent staff, temporary staff, volunteers and the Head), and we recognise that staff, particularly male staff, can be vulnerable to accusations of abuse.

Staff must be aware of the danger of placing pupils or themselves at risk of harm or of allegations of harm to a pupil. This would include situations where the member of staff is giving one-to-one tuition, sports coaching, transporting a pupil by car, engaging in electronic communication, etc. In all instances staff must conduct themselves in an appropriate manner.

If an allegation is made, the member of staff receiving the allegation will immediately inform the Headmistress.

The Headmistress on all such occasions will discuss the content of the allegation with the Chair of Governors / Governor responsible for Child Protection / Local Authority's Designated Officer (LADO) for Child Protection. In the case of serious harm the police will be informed from the outset.

If the allegation made to a member of staff concerns the Headmistress, that member of staff will immediately inform the Chair of Governors who will consult with the LADO for Child Protection.

The school will follow their stated policy for managing allegations against staff (based on DfES guidance), which is set out in a separate **Policy for Managing Allegations against Staff**.

If a member of staff (either employed, contracted, a volunteer or a student) was asked to leave the school as they were no longer considered suitable to work with children, the Headmistress would inform the ISA within one month of their departure.

## 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.

## Physical Intervention

Our policy on physical intervention by staff is set out in a separate **Policy on the use of Force to Control or Restrain Pupils** 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. Our **Policy for Managing Allegations against Staff** highlights the distinction between abusive and non-abusive action and the potential misinterpretation of physical contact. In accordance with our agreed physical intervention policy, physical contact should be age appropriate - thus in the

EYFS, children may be lifted when necessary, eg when throwing a tantrum or to be comforted.

### **Bullying**

Our policy on bullying is set out in our school **Anti-Bullying 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 for Education for Ethnic Diversity** 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 (open door policy of Head, Head Boy, Head Girl, Prefects);
- 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 PHSE which equip the children with the skills they need to stay safe from harm and know to whom they should turn for help.

### **Health & Safety**

Our **Health and 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.

**Policies for Safer Recruitment** and **Allegations against Staff** follow and should be considered as forming part of the **Policy of Safeguarding Children**.

### **Key People**

**CPO:** Year 5 Form Teacher  
**Deputy CPO:** Headmistress  
**Welfare Officer (RBK&C):** Hilary Shaw 7598 4886; direct line 7598 4876  
**Governor responsible for Child Protection:** Dr Gary Savage 7963 1078 or 07810 626457  
**ISA:** PO Box 181, Darlington DL1 9FA 0300 1231111  
**LADO:** Hilary Shaw 7598 4886; direct line 7598 4876  
**Further Child Protection specialists available for consultation in Kensington and Chelsea can be found on the list at the end of this policy after Appendix 9.**

## Safer Recruitment Policy

In order to ensure the safety of the children within our school it is essential that appropriate recruitment and selection procedures are followed in accordance with the Bichard Vetting and Barring Scheme (BVBS) which supplements the guidance entitled Safeguarding Children in Education (Dfes September 2004) and in compliance with the Independent Schools Standards Regulations.

This policy has been put together and reviewed and developed over the last two years to bring in more robust procedures and a tighter timeframe to comply with current best practice.

### Aims

- To protect and safeguard the children of our school community
- To establish a robust and efficient system of vetting and checking
- To maintain comprehensive centralised records of evidence of safe recruitment

### Objectives

- To ensure that when a post is advertised the advertisement makes clear the School's commitment to safeguarding and promoting the welfare of children.
- To ensure the job description makes reference to the responsibility for safeguarding and promoting the welfare of children
- To ensure the person specification includes specific reference to suitability to work with children
- To obtain and scrutinise comprehensive information from applicants and take up and satisfactorily resolve any discrepancies or anomalies
- To obtain independent professional and character references that answer specific questions to help assess an applicant's suitability to work with children and follow up any concerns
- To conduct a face-to-face interview that explores the candidate's suitability to work with children as well as his or her suitability for the post
- To verify the successful applicant's identity
- To verify academic or vocational qualifications of SUCCESSFUL APPLICANT
- To check on his or her previous employment history and experience
- To verify that he or she has the health and physical capacity for the job
- To obtain an Enhanced CRB check for all members of staff (see note below) and a list 99 check if the CRB clearance has not arrived prior to the start of school.
- To ensure that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the school's pupils on another site.

The definition of 'staff' includes any person working at the school whether under a contract of employment or under a contract for services, and includes teachers, part-time staff, volunteers, administrative staff, caretakers and other ancillary staff, staff appointed from overseas and anyone who has been out of the workforce for three months.

Separate procedures apply for supply staff – see below.

### Procedures

The procedures to be followed: **Advertising**  
**Drawing up a short list**  
**The interview process**  
**Offer of appointment**  
**Post appointment**

### Advertising

- Advertisement to include statement of School's commitment to safeguarding and promoting the welfare of children

- Advertisement to indicate that applicants must request an application form
- On request, send application form, job description (which includes a requirement for compliance with the school's child protection policy), person specification and statement of terms and conditions relating to the post

### **Drawing up a short list**

- Application scrutinised to ensure it does not contain any discrepancies and to identify gaps in employment – which should be noted in considering whether to short list an applicant
- All candidates to be assessed equally against criteria contained in the person specification.
- A short list of candidates will then be drawn up.
- References of the short listed candidates (open references and testimonials not acceptable) to be taken up in the first instance by telephone with the request to the referee that a reference form may be sent for completion.
- Short listed candidates called for interview and, in the case of a teaching post, a trial lesson. A teaching assistant would spend a trial morning/afternoon with the relevant Form Teacher.

### **The interview process**

- The interview would assess the merit of each candidate against the job requirements and explore their suitability to work with children
- Candidates for interview would be given all necessary information concerning time, place, etc, how the interview and trial lesson would be conducted and who would form part of the interview process.
- Documentary evidence of identity that would satisfy CRB requirements would be requested and also evidence of any educational and professional qualifications that are relevant for the post.
- Copies of all these will be kept on the successful candidate's personal record file. Documentary evidence of unsuccessful candidates will be shredded.
- In most instances the interviews will be conducted by two interviewers. An agreed set of questions will be drawn up relating to the requirements of the post and the issues to be explored with each candidate based on the information provided in the candidate's application form and references (if available). Also explored will be:
  - . The candidate's attitude towards children and young people
    - His or her ability to support the school's agenda for safeguarding and promoting the welfare of children
    - Gaps in the candidate's employment history (if applicable)
    - Concerns or discrepancies arising from the information provided by the candidate or a referee
    - The candidate should be asked if he/she wishes to declare anything in light of the requirement for a CRB disclosure
- An agreed trial lesson will form part of the interview process and will be observed by two members of staff: one member of the interview panel and the Form Teacher or a teacher who is familiar with the class in question.
- The candidate will be informed of the timeframe for announcing the outcome of the recruitment process candidate will be informed of the time frame for announcing the outcome of the recruitment process.
- If the best candidate lives abroad at the time of applying, a telephone interview will take place and identity documents and professional qualifications and references will need to be in place before an offer is made. If appointed, the candidate will be subject to one month's probation as no trial lesson will have taken place.

### **Offer of appointment**

Offer of appointment will be conditional on receipt of the following:

- Satisfactory CRB disclosure (form will be enclosed with offer letter)/list 99

- Satisfactory character and professional references (as appropriate)
- Confirmation of Identity
  - Medical fitness
  - Right to work in UK
  - Previous employment history
  - Character and professional references
  - Proof of qualifications
- Where applicant has lived or worked overseas, further checks are made as appropriate.
- If employing supply staff from a supply agency confirmation is obtained from supply agency that CRB checks have been carried out.
- When taking children on a residential trip, confirmation of CRB checks and suitability to work with children is obtained from the residential institution prior to the visit.
- The School keeps a single central record identifying what checks have been made and when.

The School understands that a report must be sent to the Independent Safeguarding Authority (ISA) within one month of leaving the school, of any person (whether employed, contracted, a volunteer or student) whose services are no longer needed because he or she is considered unsuitable to work with children.

**(Procedure should there be a disclosure on CRB form:** The Headmistress undertakes to discuss any matter revealed in a Disclosure with the person seeking a position at the school. Having a caution or conviction will not necessarily bar an applicant from working with us. It would depend on the nature of the position and the circumstances, background and nature of the offence. The Headmistress would make a judgement based on the information revealed and a discussion with the candidate as to whether employing the candidate would in any way compromise her duty of safeguarding and protecting the children in her care.)

### **Post appointment**

The school conducts an Induction Inset for all staff and volunteers to:

- Provide training and information about the school's policies and procedures
- Support individuals in a way that is appropriate for the role for which they have been engaged
- Confirm safe practice and standards of conduct and behaviour expected of staff and pupils within the school
- Provide opportunities for a new member of staff or volunteer to discuss any issues or concerns about their role or responsibilities
- Enable the person's line manager or mentor to recognise any concerns or issues about the person's ability or suitability at the outset and address them immediately
- Ensure new staff are aware of the policies and procedures that relate to safeguarding and promoting welfare and safety of children: eg Child Protection, Anti-Bullying, Ethnic Diversity, Managing Behaviour, Use of Force to Control and Restrain Pupils, Pastoral Care, Internet Safety.
- Explain how and to whom any concerns about issues mentioned above should be raised
- Raise any relevant personnel procedures, eg disciplinary, whistle blowing.

### **Appointment of supply staff**

No person supplied by an employment business to the school may begin work in the school unless the Deputy Head (who is responsible for obtaining supply staff from agencies) has received written confirmation that all appropriate checks have been carried out (ideally, subject to any direction under section 142 of the 2002 Act: qualifications where appropriate, an enhanced CRB disclosure, further checks if person has lived outside UK, right to work in UK). A copy of the CRB disclosure must be received in cases where it contains information. Fresh CRB checks must be provided for teachers by agencies every three years.

## APPENDIX 1

**WHAT SIGNS MAY A CHILD EXHIBIT IF THEY ARE A VICTIM OF ABUSE?****PHYSICAL ABUSE****DEFINITION:**

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after. This situation is commonly described using terms such as factitious illness by proxy or Uncaused syndrome by proxy.

**SIGNS:**

- Marks and bruises
- Suspicious stories about how marks made
- Frequent bumps etc
- Broken bones
- Frightened / nervous at simple movements / jumpy
- Jumping when adult raises voice
- Introverted, shy or withdrawn
- Tearful
- Poor behaviour / bullying others
- Repeating inappropriate behaviour/ bullying
- Violent outbursts
- Hair missing
- Scratches / burns
- Stories include violent descriptions / pictures depict regularly violent scenarios
- Hitting or aggressive to other children
- Sleeping in class
- Self conscious when changing for PE
- Restless and fidgety
- Wetting / soiling them self
- Mood swings
- Little contact with other children
- Poor attendance
- Use of bad language
- Physically threatening behaviour
- Shouting

**Additional signs:**

CONSTANT INJURIES THAT CAN ALWAYS BE EXPLAINED / CHANGE OF MOOD / WITHDRAWN OR AGGRESSIVE / CHANGE OF CHARACTER OR BEHAVIOUR / SELF COMFORT / VERBAL ABUSE / NON-COOPERATION / POOR HEALTH / UNKEMPT / FEAR OF ADULTS / ABSENCES / STRANGE BEHAVIOUR AFTER WEEKENDS OR HOLIDAYS / FORGOTTEN PE KIT / FLINCHING IN RESPONSE TO SUDDEN MOVEMENTS / FREQUENT MEDICAL APPOINTMENTS / DO NOT WANT TO GO HOME AT THE END OF THE DAY / UNABLE TO FORM RELATIONSHIPS WITH ADULTS / SELF PROTECTION / GUARDING / LACK OF EYE CONTACT / CONSTANTLY ILL WITH NO REAL SYMPTOMS / FEARFUL OF ADULTS

## APPENDIX 2

**WHAT SIGNS MAY A CHILD EXHIBIT IF THEY ARE A VICTIM OF ABUSE?****EMOTIONAL ABUSE****DEFINITION:**

Emotional abuse is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may occur alone.

**SIGNS:**

- Low self esteem
- Withdrawn / frightened / shy
- Secretive
- Makes little eye contact
- Emotionally finds it difficult to maintain relationships with peers and adults
- Jumpy or stuttering during conversations with adults
- Cries a lot / very sensitive
- A loner
- Pictures use mainly dark colours
- Stealing
- Mood swings
- Lack of concentration
- Very quiet, speaks little
- Poor social skills
- Bullies others
- Very unsettled
- Anti-social behaviour
- Lack of confidence

**Additional signs:**

WETTING / SOILING / SELF HARM / SELF COMFORT / ROCKING / CHANGE IN APPETITIE / UNDERACHIEVEMENT / TIMID / TEARFUL / ANOREXIC / BULIMIC / DO NOT WANT TO GO HOME AT THE END OF THE DAY / ATTENTION SEEKING / CHANGES IN STANDARD OF WORK / DEPRESSION / INTROVERTED / WITHDRAWN / CHANGES IN RELATIONSHIPS / NO FRIENDS / HARD TO MAKE FRIENDS / NEEDY / CLINGY / CHANGE IN PHYSICAL APPEARANCE/DRESS & BODY LANGUAGE / WITHDRAWN AGGRESSIVE / CHANGES IN ATTITUDE, PERSONALITY OR BEHAVIOUR / CHANGES IN INTERACTION WITH OTHERS / PEER GROUP PROBLEMS / EXTREMES OF EMOTION / ALIEN TO PRAISE

## APPENDIX 3

## **WHAT SIGNS MAY A CHILD EXHIBIT IF THEY ARE A VICTIM OF ABUSE?**

### **SEXUAL ABUSE**

**DEFINITION:**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape or buggery) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways. This also includes exposing the children to sexual language either intentionally or not and/or forcing them to use such language in any circumstance.

**SIGNS:**

- Hides under clothes / baggy clothes
- Inappropriate physical contact with other children
- Withdrawn / shy
- Aggressive to children of the opposite sex
- Scared of others
- Don't like being touched
- Touch themselves or others
- Won't change for PE
- Very quiet or loud
- Use of sexual language
- Stories or drawings include sexual connotations
- Exposing self
- Hesitate when wanting to talk to teacher
- Soiling/ wetting / stains on underwear
- Repeated Urine problems
- Re-enacting sexualised behaviour as part of play
- Bruising
- Sexually specific behaviour or / and language
- Abusive to other children
- Little physical contact, finds hugs touches difficult will move away.

**Additional signs:**

**SEXUAL PLAY – HOME CORNER / PLAYGROUND / INAPPROPRIATE / PROVOCATIVE SEXUAL LANGUAGE / MEDICAL DIFFICULTIES / CHANGE OF MOOD / WITHDRAWN OR AGGRESSIVE / CHANGE OF CHARACTER OR BEHAVIOUR / MASTERBATION / ANOREXIC / BULIMIC / SELF HARMING / DO NOT WANT TO GO HOME AT THE END OF THE DAY / SECRETIVE / WITHDRAWN / CHANGE IN PHYSICAL APPEARANCE/DRESS & BODY LANGUAGE / UNABLE TO FORM RELATIONSHIPS WITH ADULTS**

## APPENDIX 4

## **WHAT SIGNS MAY A CHILD EXHIBIT IF THEY ARE A VICTIM OF ABUSE?**

### **NEGLECT**

**DEFINITION:**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

**SIGNS:**

- Child smells, clothes are dirty, hair unbrushed
- Appears unhealthy but is always in school when unwell
- Low attendance – EWO involvement
- No breakfast
- Is unfamiliar with basic routines of feeding self and toileting etc
- Always hungry
- Late before and after school
- Attention seeking / needs praise to feel confident
- Poor hygiene, does not know how to use toilet properly
- Angry
- Parents have little contact with school. Do not attend parents evening
- Homework not completed / PE kit repeatedly forgotten
- Correct clothes not worn to school ie not warm enough in winter, not cool enough in summer
- Steal things
- Come to school on their own when they are too young
- Lying
- Older siblings care for younger children and take on the parent role.
- Cries a lot
- Makes slow progress
- Packed lunch does not provide child with a balanced diet
- Over eats at lunchtime
- Untidy / unkempt
- Parents do not follow up medical requests form school ie. need for eyes to be tested.
- Instability in family, different carers/ boyfriends
- Sleeps in class / Goes to sleep late little routine at home

**Additional signs:**

INADEQUATE PACKED LUNCH / UNKEMPT / SCRUFFY / SLEEPING DURING LESSONS / OVERLY TIRED / REPEATED HEALTH PROBLEMS THAT GO UNCHECKED OR ARE NOT DEALT WITH / HEADLICE/ RINGWORM NOT DEALT WITH AND CONSTANTLY REOCCUR /DISORGANISED / ATTENDANCE / PUNCTUALITY (END & BEGINNING OF DAY) / DO NOT WANT TO GO HOME AT THE END OF THE DAY / OVERWEIGHT / UNABLE TO FORM RELATIONSHIPS WITH ADULT / CONTENT OF WRITING OR DRAWING / UNDERACHIEVING

## APPENDIX 5

## NHP Summary of Child Protection Procedures

YOU MUST:	YOU MUST NOT:
<ul style="list-style-type: none"> <li>• Treat all pupils with respect and be mindful of their right to privacy</li> <li>• Be an exemplary role model to pupils</li> <li>• Contribute to the establishment of an environment in which children will feel respected and listened to by adults and have the confidence to approach them about matters of concern to them</li> <li>• Ensure that, where possible, there is another adult present, or you are within sight or earshot of others, if you intend to discuss sensitive issues with a pupil</li> <li>• Remember that someone else may misinterpret your actions or words, no matter how well-intentioned</li> <li>• Report any concerns to the Headmistress</li> </ul>	<ul style="list-style-type: none"> <li>• Have inappropriate verbal or physical contact with pupils</li> <li>• Make suggestive or derogatory remarks or gestures to pupils</li> <li>• Show favouritism or undue attention to any individual</li> <li>• Rely on your/the school's good name to protect you</li> <li>• Believe that 'it could never happen to me/my school/my colleague'</li> <li>• Exaggerate or trivialise child abuse issues</li> <li>• Jump to conclusions or make assumptions without checking (do not investigate – refer)</li> <li>• Allow yourself to be drawn into inappropriate patterns of behaviour</li> <li>• Fail or forget to report something you are concerned about to the Child Protection Officer or the Headmistress</li> </ul>

**What to do if.....****... a pupil discloses to you abuse by someone else:**

- Stop, listen and offer the pupil immediate support, understanding and reassurance
- Explain that you cannot promise confidentiality but must tell the people who can help
- Allow the pupil to speak without interruption or leading questions, accept what is said
- Alleviate the pupil's feelings of guilt and isolation while passing no judgement
- Use non-judgemental/supportive phrases like 'I believe you' and 'I'm going to help'
- Let the pupil know you are glad that he/she has shared information with you

**...you suspect a pupil is being abused emotionally, physically or sexually:**

- Report the matter immediately to the Child Protection Officer or the Headmistress
- Do not tell other adults or pupils what you have been told – keep the loop tight

**...you receive an allegation about another member of staff:**

- Report the matter immediately to the Headmistress (and no one else)

**...you receive an allegation about the Headmistress**

- Report the matter immediately to the Governor responsible for Child Protection

**In all cases:**

- Record the facts at the time (you can write up your notes later but keep the originals)
- Report the facts to the Child Protection Officer or the Headmistress
- NB – YOU MUST LISTEN AND REFER; YOU MUST NOT INVESTIGATE

The Child Protection Officer is Aeronwy Davies, Year 5 Form Teacher. If a member of staff needed to talk to Jane Cameron out of school hours her mobile number is 07714 332479.

**APPENDIX 6**

These are example sheets of those that will be used to monitor Child Protection concerns by the Designated Teacher for Child Protection and Class Teacher. They should be reviewed each term.

**NAME & CLASS OF CHILD**

**GENERAL MONITORING (CP) – TERM DATE  
(CLASS TEACHER)**

<b>DATE</b>	<b>OBSERVATION</b>

**NAME & CLASS OF CHILD**

**GENERAL MONITORING (CP) – TERM DATE  
(DEPUTY CPO)**

<b>DATE</b>	<b>OBSERVATION</b>
	<b>CP observation sheet given to class teacher</b>

**APPENDIX 7****REPORT FOR STRATEGY MEETING****CHILD'S NAME:** \_\_\_\_\_ **D.O.B.** \_\_\_\_\_**CLASS TEACHER:** \_\_\_\_\_ **CLASS:** \_\_\_\_\_

Please note down any concerns or observations (in bullet point form) that you may have about the above child. A strategy meeting has been called because there have been fresh concerns or allegations that concern this child. Please think along the lines of academic, behaviour, neglect, appearance, signs of abuse, home support, comments made by the child etc. Anything small may actually be having quite a powerful effect on the child so all observations are valued and are important.

**APPENDIX 8**

***CONFIDENTIAL***

**Meeting Record Sheet**

Present: \_\_\_\_\_ Date: \_\_\_\_\_

Name of Child: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

**General outline of concerns:**

**Issues discussed and action agreed:**

**Name** \_\_\_\_\_

**Designation** \_\_\_\_\_

**Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

Date received by designated teacher for inclusion in the Child Protection File \_\_\_\_\_

**APPENDIX 9****CONFIDENTIAL****Incident Sheet**

Name of Child \_\_\_\_\_ Date of Birth \_\_\_\_\_

**Chronology of incidents and concerns**

<b>Date</b>	<b>Time</b>	<b>Location</b>	<b>Those Present</b>

**Notes of incidents / allegations or observation giving rise to concern.**

Name \_\_\_\_\_

Designation \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

Date received by designated teacher for inclusion in the Child Protection File \_\_\_\_\_