

SAFEGUARDING AND CHILD PROTECTION POLICY

Safeguarding and promoting welfare

“Safeguarding” is an umbrella term encompassing the whole well-being of a child and recognizes the importance of the preventative agenda. Child Protection is an important component of safeguarding.

The school recognises that every member of staff has a key role in prevention of harm, early identification, intervention, and support for pupils at risk of significant harm and will endeavour to provide an environment where children are valued and know that their concerns will be taken seriously, where young people are safe and feel safe.

Although incidents requiring the implementation of the Child Protection Policy are rare at Ratcliffe, it is vital that all staff, both teaching and support staff, are fully aware of the school’s policy and of the action they should take if a child protection situation arises. The Child Protection Policy, as part of the school’s pastoral care, assists in achieving the aims of the school’s Mission Statement.

The procedures contained in this policy apply to all staff and governors and are consistent with those of the local safeguarding children board (LSCB).

Aims

This policy applies to the whole school including the Senior School, Junior Department and Nursery School. Our core safeguarding principles are:

- the school’s responsibility to safeguard and promote the welfare of children is of paramount importance
 - safer children make more successful learners
 - representatives of the whole-school community of students, staff and governors will be involved in policy development and review
 - policies will be reviewed annually, unless an incident or new legislation or guidance suggests the need for an interim review
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- To create a happy, well-ordered and caring community;
 - To raise awareness among all staff, both teaching and support staff, about issues relating to child protection;
 - To inform staff about the actions they should take if a child protection situation arises.
 - To ensure consistent, good practice
 - To demonstrate the school’s commitment with regard to child protection to students, parents and other partners

Responsibilities

- The **Headmaster, Mr G. Lloyd** has overall responsibility for child protection and welfare within the school. He:
 - ensures that the child protection policy and procedures are implemented and followed by all staff
 - allocates sufficient time and resources to enable the DSP and deputy to carry out their roles effectively, including the assessment of students and attendance at strategy discussions and other necessary meetings

- ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistleblowing procedures
- ensures that students' safety and welfare is addressed through the curriculum.

The DSP is:

□ **The Second Deputy Head: Mr J. Reddin**

- is appropriately trained
- acts as a source of support and expertise to the school community
- has an understanding of LSCB procedures
- keeps written records of all concerns, ensuring that such records are stored securely in, but kept separate from, the pupil's general file
- refers cases of suspected abuse to children's social care or police as appropriate
- notifies children's social care if a child with a child protection plan is absent for more than two days without explanation
- ensures that when a pupil with a child protection plan leaves the school, their information is passed to their new school and the pupil's social worker is informed
- attends and/or contributes to child protection conferences
- coordinates the school's contribution to child protection plans
- develops effective links with relevant statutory and voluntary agencies
- ensures that the child protection policy is updated annually
- liaises with the nominated governor and Headmaster (where the role is not carried out by the Headmaster) as appropriate
- keeps a record of staff attendance at child protection training
- makes the child protection policy available to parents via the Parents' Handbook and school website
- The deputy designated person(s) is appropriately trained and, in the absence of the designated person, carries out those functions necessary to ensure the ongoing safety and protection of students. In the event of the long-term absence of the designated person, the deputy will assume all of the functions above.

□ **The Senior Deputy Head: Mrs P.Clayfield**

- is the deputy designated senior person (DDSP) of staff with responsibility for child protection;
- carries out the role of the designated senior member of staff in their absence

○ **Head of Nursery School: Mrs S.Rankine**

- is the designated person for the Nursery School and EYFS for Child Protection

○ **Designated Governor: Mrs J M Smidowicz**

The governing body ensures that the school has:

- a DSP for child protection who is a member of the senior leadership team and who has undertaken appropriate training

- a child protection policy and procedures that are consistent with LSCB requirements, reviewed annually and of the efficiency with which the related duties have been discharged and is available to parents
 - procedures for dealing with allegations of abuse made against members of staff including allegations made against the Headmaster and volunteers
 - safer recruitment procedures that include the requirement for appropriate checks
 - a training strategy that ensures that all staff, including the Headmaster, receive child protection training, with refresher training at three-yearly intervals. The DSP should receive refresher training at two-yearly intervals
 - arrangements to ensure that all temporary staff and volunteers are made aware of the school's arrangements for child protection.
- **All staff must be fully aware of the school's Child Protection Policy and they must report all suspicions/observations of abuse, however small, to the Second Deputy Head, who will instruct the relevant staff to investigate and take whatever action is necessary.**

Terminology

Safeguarding and promoting the welfare of children refers to the process of protecting children from abuse or neglect, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

Child protection refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

Staff refers to all those working for or on behalf of the school, full time or part-time, in either a paid or voluntary capacity.

Child refers to all young people who have not yet reached their 18th birthday.

Parent refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

Context

Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

Section 157 of the same act and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are students at the school.

Implementation

Staff action with regard to child protection is as follows:

It can take a great deal of courage for a child to talk to another adult about their abuse, because the child is 'telling' on someone who is more powerful than they are. The child learns to be very good at covering up the abuse and is able to give plausible

explanations for what has happened. The child may have to betray a person who is not only close to them but also loved by them, and they are risking a great deal in the hope that you will believe what they say.

**“Every Child should be listened to, no matter how difficult they are to talk to”
Laming Report 2009**

Listening to Children

The school acknowledges that empowering young people to talk to adults when they trust and ensuring that these individuals respond appropriately, is the most effective way of keeping children safe from abuse. This school has developed strategies to ensure that its pupils have a range of adults with whom to share their concerns e.g. Tutors, Head of Year, School Nurse, School Counsellor.

Procedures

- Any member of staff who has concerns about the welfare of a child must share this information, without delay with the Child Protection Officer
- Staff must make a brief accurate record of these concerns using the School welfare concern form (Appendix 4). Any allegations of abuse made by a child should be recorded using the child’s own words. All staff must be aware that they cannot make a promise to a child to keep secrets
- Access to child protection related records kept on individuals will generally be confined to the Headmaster and the Designated Senior Person for Child Protection. Other members of staff will have access to records on a “need to know” basis.
- Transfer of any child protection-related records will be to the Designated Member of Staff for child protection at the receiving school. They will be marked “private and confidential”.
- Copies of Child Protection records will be retained for at least six years after a child has left the school.
- In all cases, accurate, contemporaneous records should be kept including details of all observations, actions taken, liaison and communications. They should be dated, timed, signed and kept in a secure place.

If a child chooses to confide in you then the following are helpful responses that you can make:

- Take what the child says seriously;
- Listen to the child carefully without interrupting;
- Remain calm and do not rush into action that may be inappropriate;
- Reassure the child that he/she is not to blame;
- If you are in a group situation with a child, arrange to see him/her on his/her own at the earliest possible opportunity;
- If the child is in immediate danger or in need of emergency medical care, make sure the relevant emergency service is contacted;
- Let the child know what you are going to do to help;
- Report what you have been told to the designated teacher as soon as possible (or to another senior member of staff in their absence). This must always be done on the same day;
- Record what was said and who was present on the School welfare concern form (Appendix 4). Use the child’s exact words wherever possible. Concerns about abuse must always be recorded;

- Keep the matter confidential to as few people who need to know.

On the other hand:

- Do not allow shock or distaste to show;
- Do not probe for more information than is offered;
- Do not speculate or make assumptions;
- Do not make negative comments about the alleged abuser;
- Do not make promises that you cannot keep, for example promising that 'everything will be all right';
- Do not agree to keep the information a secret;
- Never delay emergency action to protect a child;
- Never express disbelief in what the child is saying;
- Do not try to investigate or question the child, except to clarify what you have heard. This is particularly important in cases of sexual abuse.

This approach might be summarised as 'Observe, Record and Report'.

- R** Respond without showing signs of disquiet, anxiety or shock;
- E** Enquire casually about how an injury was sustained or why a child appears upset;
- C** Confidentiality should not be promised to children or to adults;
- O** Observe carefully the behaviour or demeanour of the child expressing concern;
- R** Record in detail what you have seen and heard on the School welfare concern form;
- D** Do not interrogate or enter into detailed investigations. Encourage the child to say what he or she wants until enough information is gained to decide whether or not a referral is appropriate.

Procedures for dealing with abuse by one or more students against another student

We recognise that abuse can take many forms including abuse by one or more students against another student. This may be an isolated incident or indeed a series of incidents over a period of time. Staff are requested to treat such incidents in the same way as any other safeguarding or bullying matter and follow the procedures set out in this policy and in the anti-bullying policy.

Referral

The designated Child Protection Officer should assess all information available to the school about a child and refer to the Social Care Access Team if appropriate and confirm this referral in writing by completing a Safeguarding Children in Education Referral Form (within 24 hours). This form can be found on the Local Safeguarding Children Board website.

In accordance with National Minimal Standard 3.5, all boarding staff, at all levels, (including newly appointed and ancillary staff) are given briefing or training on responding to suspicions or allegations of abuse and know what action they should take in response to such suspicions or allegations.

Contact details for Local Social Services in Leicester, Leicestershire and Rutland

Rutland Social Services, Children and Families Team Social Care Duty Worker
Leicestershire County Council Child Protection Services Unit - 0116 2323232
Loughborough Child Protection Services Unit office - 01509 266641

Emergency Team - out of hours (covers all of Leicestershire and Rutland) - 0116 2551606

Police – 0116 222 2222

Cases where there are suspicions about abuse but no clear evidence:

The presenting signs/symptoms must be carefully observed and a history taken in a non-judgmental way. A watching brief should be kept and the suspicions should be re-evaluated. The Local Safeguarding Children Board should be consulted if concern is not alleviated. If necessary, it is the responsibility of the Designated Member of Staff, working with the Headmaster, to pass these concerns on to the LSCB.

Cases where abuse may have been inflicted by parents or external agencies:

Suspicion or knowledge of abuse must be reported immediately to either the Headmaster or the Designated Senior Member of Staff. If a child alleges deliberate harm by an adult, attempts to establish how the injury was sustained should be made, except where such enquiries present a risk to the child. The Access Team should also be notified, as a matter of urgency. Any adult to whom abuse is reported by a pupil has a duty to listen to the pupil, to provide reassurance, and subsequently record the pupil's statements. He/she must **not press the pupil, ask probing questions or suggest answers**. The situation will then be discussed with the Headmaster or the Designated Senior Member of Staff.

The Leicestershire Child Protection Manual must be referred to at all stages. This can be found on the Leicestershire LSCB website which is updated regularly.

Expert diagnosis may be required quickly. The Headmaster or the Designated Senior Member of Staff will arrange this. The parents' co-operation should be obtained wherever possible. If a child makes an allegation about sexual abuse, Social Services Access Team and/or police must be informed immediately. **PARENTS MUST NOT BE CONSULTED.**

Cases where allegations of abuse by staff/volunteers/Headmaster have been made:

If an allegation is made against a member of staff at the school, there is an obvious need to act immediately and with the utmost discretion. The informant should be told that the matter will be referred in confidence to the appropriate people. This must be done, and the written record passed on the same day. If the allegation is against the Headmaster or the Designated Senior Member of Staff for Child Protection, the Designated Governor for Child Protection would co-ordinate the investigation into allegations.

The circumstances should be kept strictly confidential until the Headmaster has been able to judge whether or not the allegation or concern indicates possible abuse. The next step is always to discuss the situation with the appropriate Social Care Access

Team. If it is decided that an investigation is indicated it is the responsibility of the LSCB to arrange a meeting to discuss how the next steps are handled. This would normally involve the Police and preferably a member of the governing body of the School and the Headmaster.

The member of staff would normally be suspended without prejudice in this case. The arrangements agreed upon will include informing the parents and seeking their consent for any immediate medical examination. The member of staff would normally be informed as soon as possible after the result of the initial investigation is known, or the decision is made to dispense with one, but not invited to make a response. There should be a warning that anything said will be recorded. If it is established that the allegation is not well founded, either on the basis of medical evidence or further statements, then the person against whom the complaint has been made would normally be informed that the matter is closed.

If the police decide to take the matter further and the allegation is against a member of staff, he or she should normally be suspended or, where the circumstances are considered to warrant it, dismissed. It is reasonable to ask the police to give some indication of the time scale.

Independent Safeguarding Authority (ISA)

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

The address for referrals is
PO Box 181
Darlington DL1 9FA

Whistleblowing

The whistleblowing procedures and this code may be used by anyone employed by the school in a paid or voluntary capacity who believes they have reason to suspect that the conduct of an employee towards a pupil is inappropriate.

Inappropriate conduct includes, but is not confined to:

- bullying or humiliation
- contravening health and safety guidelines
- serious breaches of the school's code of ethical practice
- professional practice that falls short of normally accepted standards
- compromising pupils' welfare but in a way that does not meet the threshold for child protection intervention.

Reasons for blowing the whistle

Staff will naturally be reticent to report a concern about the conduct of a colleague. However, each individual must take responsibility for ensuring that pupils are fairly treated. If poor practice is allowed to continue unchecked, it could escalate with serious consequences.

Reporting procedure

- It may help if you write down, for your own benefit, what you have observed or heard that is causing alarm. One useful way to decide whether your concern should be reported, is to consider whether you would want the conduct of this member of staff to continue unchecked if your own child or another young family member was involved.
- You may raise your concern verbally or in writing. You should report your concern directly to the Headmaster.
- If the Headmaster is the subject of your concern, speak to the Chair of Governors.
- A friend, colleague or union representative may accompany you to the meeting if you wish.
- Ensure the Headmaster or Chair informs you of their proposed action and sets a date for a second meeting.
- Timescales will depend on the complexity of the initial inquiry but the case should not be allowed to stall and you should receive initial feedback within 10 working days. The timescale for subsequent feedback should then be agreed.
- Ask for clarification about confidentiality and ensure you have your wishes regarding the protection of your identity recorded.
- The whistleblowing procedures also apply to all those staff working within the boarding community.

Process and outcome

- The Headmaster or Chair will make enquiries to establish the facts of the matter and whether poor practice or inappropriate conduct has occurred.
- Members of the school community, including governors, may be asked to provide information or advice.
- External advice, for example, from legal or human resources or children's services, may be sought.
- A written record of the conduct, established facts and outcome of the inquiry will be kept.
- The whistleblower will be kept informed of the progress of the inquiry

The outcome of the inquiry will be one of the following:

- No poor practice or wrong-doing is established and the case is closed
- The concern has some substance and the subject of the concern will receive advice and support from the Headmaster to improve practice
- Poor practice or wrong-doing is established and disciplinary proceedings are initiated
- The concern is more serious and an investigation is initiated. This investigation may involve the local authority's legal team, children's social care or the police.

If, at any stage in the process, there is reason to believe that a child is at risk of significant harm, children's social care will be immediately involved.

Training

“Staff across frontline services need appropriate support and training to ensure that as far as possible they put themselves in the place of the child or young person and consider first and foremost how that situation must have felt for them.” Lord Laming 2009

All staff will attend safeguarding training accredited by the local Safeguarding and Children's board every 3 years. Voluntary and part-time staff who work with children are also requested to attend training and are made aware of the arrangements.

The DSP will update their training every 2 years and will attend additional multi-agency training in order to ensure that the school works well with other agencies where appropriate to safeguard children.

Following any such training any deficiencies or weaknesses in child protection arrangements are remedied without delay, so that.

E-safety and bullying

“The damage inflicted by bullying can frequently be underestimated. It can cause considerable distress to children, to the extent it affects their health and development or, at the extreme, causes them significant harm (including self-harm). All settings in which children are provided with services or are living away from home should have in place rigorously enforced anti bullying strategies.”

Working Together to Safeguard Children 2006

The School acknowledges that new technologies, while enhancing learning opportunities, can provide ways of exposing young people to potentially harmful experiences. All staff must take such abuse seriously. Procedures are outlined in the anti bullying policy in the staff handbook.

Electronic Communication

Staff are advised that electronic communication with students must at all times be professional. This applies largely to e-mail communication via the school network, and to the exchange of mobile telephone numbers (for example, sporting fixtures and trips). Staff are strongly advised from e-mail communication with students via home computers, and are explicitly advised not to communicate with students via social networking sites such as Facebook or Bebo.

Safer Recruitment and Retention

This school operates vetting and safe recruitment practices. Personnel at the school are appointed on this basis and in light of the Safer Recruitment guidelines by the NCSL. (Guidance can be found in *Safeguarding Children and Safer Recruitment in Education published January 2007*).

- The school will follow the new vetting and barring guidelines that are being introduced in July 2010
- The Human Resources Manager, Mrs Jane Orton, is accredited in Safer Recruitment and at least one member of the recruitment panel will have passed the required assessment. All staff will be given safeguarding and code of conduct information as part of their induction.

Safeguarding procedures for students on trips and visits away from school

This school recognises the need to seek assurances where ever possible that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with our students on another site.

Boarding

As a boarding school this document adheres to the requirements set out in the National Minimal Standards for boarding, standards 3.1 to 3.9

This policy is equally applicable to boarding staff and any adults working in the school and older boarders with positions of responsibility. Although the boarding community does have Sixth Form boarding prefects who have their own individual job descriptions, they are not required to have responsibility for the supervision of younger boarders. However, they are expected to be role models to the boarding community.

All school prefects including boarding prefects attend prefect training. One aspect of prefect training is to brief senior students given positions of responsibility over other students, on appropriate action to take should they receive any allegations of abuse.

Should a boarding student go missing there is a policy, known to staff as the 'Missing Persons' Policy and used in practice, for searching for and, if necessary reporting, any boarder missing from school. A written record is made of any incident of a boarder missing from school, the action taken, and any reasons given by the pupil for being missing.

If any parent (current or prospective), any staff or volunteers, or any students have **any** concerns about **any** aspect of safeguarding and welfare within the boarding (and /or day) community of Ratcliffe College, they may contact either the Headmaster, the Second Deputy Head, the Head of Nursery (if age applicable), or the Chairman of Governors. They may, of course, wish to direct their concern to:

Office for Standards In Education
Children's Services & Skills
Royal Exchange Buildings
St Ann's Square
Manchester

M2 7LA Tel: 08456 404040 Email: enquiries@ofsted.gov.uk

The following appendices are included in the Child Protection Policy:

- Appendix 1 – Documents on which the Child Protection Policy is based
- Appendix 2 – Guidance for Staff about the Signs, Symptoms and Effects of Child Abuse
- Appendix 3 – Guidelines for Staff on Physical Contact with Children
- Appendix 4 – The School Child Welfare Form
- Appendix 5 – The *Every Child Matters* Programme

Monitoring

The Child Protection Policy is monitored by the Second Deputy Head through liaison with the Head of Nursery School and the Head of Junior Department, who evaluates the effectiveness of the policy in the Nursery School and the Junior Department.

In the Senior School, the Second Deputy Head monitors the policy through discussions with key post holders, in addition to checking the records of incidents which are reported.

Links to Other Policies

Anti-Bullying Policy
School Development Plan
Staff Development Plan

Further Information

The Child Protection Policy is in the Staff Handbook. Parents are informed of the school's policy in the respective Senior School, Junior Department, Nursery School and Boarding Information Handbooks. The specific details of the policy are available to parents on the school website.

Review

The Child Protection Policy is reviewed annually by the Second Deputy Head in the summer term.

Latest review – December 2009

Appendix 1

Safeguarding Children and Safer Recruitment in Education – (DCSF)

The school's child protection policy complies with the guidance in this document, in that:

- All staff are alert to signs of abuse and know to whom they should report any concerns or suspicions.
- The school has a designated member of staff responsible for co-ordinating action within the institution and liaising with other agencies, including the Area Child Protection Committee (ACPC).
- The school is aware of the child protection procedures established by the ACPC and, where appropriate, by the local education authority.
- The school has procedures (of which all staff are aware) for handling suspected cases of abuse of pupils or students, including procedures to be followed if a member of staff is accused of abuse.
- Staff with designated responsibility for child protection receive appropriate training every two years in child protection and inter-agency work. Requires training in child protection (updated every three years) for the Headmaster and all staff. Part-time and voluntary staff who work with children are also made aware of the arrangements.
- Operate safer recruitment procedures (including CRB checks and compliance with Independent School Standards Regulations)
- Includes arrangements to deal with allegations of abuse made against a member of staff

Schools and Colleges – Duties as per Sections 157 and 175 of the Education Act 2002

Furthermore, the school's policy takes account of the following points set out in this Act:

- Through their daily contact with children, teachers and other staff in maintained, grant maintained, and independent schools, sixth form and further education colleges are well placed to observe signs of abuse, changes in behaviour or a failure to develop.
- Schools must contribute to child protection through the:
 - Provision of a safe environment for children;
 - Use of the curriculum to understand what is and is not acceptable behaviour and how to speak up regarding their concerns;
 - Recognition of significant harm and referral to social services.
- All schools must have policies and procedures which reflect the roles of staff and parents regarding:

- Child protection (Child protection policy);
 - The use of force to control or restrain pupils;
 - Identification and response to bullying (Anti-bullying policy);
 - Identification and response to racism (Anti-bullying policy).
- The 'designated' member of staff is responsible for:
 - Arranging training for colleagues;
 - Producing internal procedures to be followed by all staff in the establishment when concerns arise;
 - Keeping all staff (including secretarial, midday supervisors, caretakers, school helpers, etc) updated with current procedures, ensuring new and temporary staff are familiar with protection responsibilities;
 - Provision of advice and support to staff;
 - Referring any concerns as soon as they arise to social services;
 - Monitoring attendance and development of children whose names are currently on the child protection register and informing the social services of proposed or actual change of school;
 - Ensuring all relevant information about a child is disseminated to appropriate school staff;
 - Ensuring that complete records are sent on to the receiving school, whether a child changes as a natural progression or for any other reason.

Appendix 2

Guidance for Staff about the Signs, Symptoms and Effects of Child Abuse

The term 'child abuse' is used to describe a range of ways in which people harm children. The harm can be in the form of physical injury, sexual or emotional abuse or neglect.

The following points are worth noting:

- Children can suffer from one or a combination of these forms of abuse;
- Abuse can take place in the home, at school or anywhere where children spend their time;
- It can happen to babies, children and young people of any age, sex, ethnicity, sexual orientation or disability, including those with special educational needs;
- In most cases the abuser is someone known (and often trusted) by the child, for example a parent, other relative or family friend.

It is a teacher's responsibility to recognise signs of abuse and to refer these concerns to the designated teacher for child protection so that the school can in turn refer these concerns to the relevant investigatory agency – usually a social services department.

All lists of 'signs' or 'symptoms' of child abuse should be treated with caution. At times there will be straightforward explanations for injuries or behaviour. What is essential is that teachers share their concerns with the designated teacher and that these are discussed in the light of what is known about the child and family and with those professionals with the responsibility for investigative abuse.

There is a growing recognition that children brought up in 'high criticism, low warmth' households are particularly vulnerable. Therefore, it is often the case that class and race are not the key issues in child abuse cases.

Some definitions of child abuse and the signs to look out for are as follows:

Physical Abuse

- Actual or likely physical injury to a child where there is evidence or reason to suspect the injury or likely injury was deliberately inflicted or not prevented.
- Physical abuse may involve hitting, shaking, throwing, poisoning (including inappropriate use of drugs or alcohol), biting, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. This includes the use of excessive force when carrying out tasks like feeding or nappy changing.
- Physical harm may also be caused when a parent or carer feigns symptoms of, or deliberately causes, ill-health to a child (variously described as 'fabricated or induced illness' or 'Munchausen's syndrome by proxy').

Possible signs of physical abuse:

- Unexplained injuries and/or refusal to discuss them;
- History of bruises/injuries with inconsistent explanations;
- Cigarette burns;
- Long bruises – possibly made by a belt or a stick;
- Teeth marks;

- Fingertip/slap marks or bruises;
- Bilateral black eyes;
- Self-destruction tendencies;
- Aggression towards others;
- Untreated injuries;
- Fear of medical treatment;
- Unexplained patterns of absence that could be in order to hide injuries.

Common sites of non-accidental injuries include: ears, cheeks, neck, chest, buttocks, stomach, palms, backs of hands, back of wrists, inner thighs, back of legs.

Emotional Abuse

- Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent 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 involve causing children to feel frightened or in danger or feature developmentally inappropriate expectations.
- Some level of emotional abuse is involved in all types of ill treatment of children, though emotional abuse may occur alone.
- Where this form of abuse is suspected, advice should be sought from those with expertise in child or adolescent mental health.

Possible signs of emotional abuse:

- Excessive fear of parent/carer;
- Developmentally delayed;
- Inappropriate emotional responses;
- Self-mutilation;
- Extreme passivity or aggression;
- Running away;
- Drug/solvent abuse;
- Excessive fear of situations or people;
- Social isolation;
- Depression.

Sexual Abuse

- Sexual abuse is defined as the sexual exploitation of children (under 18 years old) and involves forcing or enticing a child to take part in sexual activities, whether or not he/she is aware of what is happening.
- Activities may involve physical contact, including penetrative and non-penetrative acts.
- Sexual abuse may take non-physical forms, e.g. involving a child looking at, or in production of, pornography, watching sexual activities or encouraging him/her to behave in sexually inappropriate ways.
- For the purpose of criminal prosecution, sexual abuse will be related to the legal age of consent.

The key elements in any definition of child sexual abuse are:

- Betrayal of trust and responsibility;
- Abuse of power for the sexual gratification of the abuser;
- Inability of children to consent.

Possible signs of sexual abuse:

- Depression, suicidal, self-harming;
- Anorexic/bulimic;
- Acting in a sexually inappropriate way towards adults/peers;
- Unexplained pregnancies;
- Running away;
- Telling of a 'friend with a problem of abuse';
- Sexually abusing a younger child;
- Sudden changes in school or work habits;
- Afraid of certain people;
- 'Chronic' medical problems (stomach pains/headaches);
- Withdrawn, isolated, excessively isolated.

Neglect

- Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of his/her health and development, including non-organic failure to thrive.
- Neglect may involve parental failure to provide adequate food, shelter or clothing, protection from physical harm or danger or ensure access to appropriate medical care/treatment. This may also include neglect of a child's basic emotional needs, such as the refusal or failure to give adequate love and affection.
- Evidence of neglect is built up over time and can cover a range of parenting tasks. Typical features include:
 - Failure by parents or carers to meet the basic essential needs, e.g. adequate food, clothes, warmth, hygiene and medical care;
 - A child seen to be listless, apathetic and unresponsive with no apparent medical cause;
 - Failure of a child to grow within normal expected pattern, with accompanying pallor and weight loss;
 - Observed thriving of child away from the home environment;
 - Voracious appetite.

There is often little professional consensus about what constitutes neglect. The following indicators have been highlighted by a recent research study as gaining considerable professional consensus as indicators of probable or definite neglect:

- Non-compliance with specific medical care;
- Inadequate or dirty clothing;
- Child wandering or unsupervised;
- Child dirty or smelly;
- Poor child health surveillance and immunisation uptake;
- Domestic violence;
- Severe dental decay;
- Not registered with GP or dentist;
- Frequent accidents or injuries to child;
- Poor feeding or sleeping patterns;
- Refusal to accept social services input.

The Effects of Child Abuse

Children are confused and frightened by abuse. They do not know where to turn for help or who they can trust. The effects of abuse are wide ranging and often profound. They vary according to the individual child, the context of the abuse and how long it has gone on, but can include:

- Behavioural problems, for example being either aggressive or withdrawn in school;
- Educational problems, for example difficulty in concentrating and/or under-achieving;
- Mental health problems such as depression;
- Relationship difficulties;
- Being smelly, unkempt or emaciated as a result of neglect;
- Drug and/or alcohol problems;
- Suicide or other self-harm;
- In extreme cases, death following abuse.

Many survivors comment that the emotional consequences are far more severe than the physical effects of abuse. One survivor described the consequences of the abuse: *'Today I live with rage and sadness that rule my life. I feel I shall never be a whole human being'*.

Many abused children become withdrawn, introverted and depressed, making it harder for outsiders to help. Children who have been abused often suffer from low self-esteem. When adults or other children treat them as though they are worthless, they begin to believe they are worthless. Believing that they cannot be helped, they withdraw into their own isolated world. The effects of abuse are long lasting and, sadly, many victims of abuse also endure a sense of guilt, believing that they themselves caused the abuse to take place.

Fortunately, children who are abused can be helped. What is vital is that everyone who works with children is equipped to recognize signs of child abuse at the earliest opportunity so that harm can be stopped and the damage can start to be repaired.

Appendix 3

Guidelines for Staff on Physical Contact with Children

Introduction

The current climate of suspicion with regard to child abuse poses a genuine dilemma for caring adults. This is true in all schools, but especially so in schools like ours where we have children from 3-18 and children who live at the school as boarders. In order to protect children from abuse, and staff from suspicions of abuse, the natural inclination to comfort and reassure children through physical contact has to be restrained by a considered assessment of the situation.

This does not mean that physical contact is never permissible. However, it does mean that adults touching children must operate within understood limits, and that contact beyond those limits must be a considered response which can be justified if necessary.

Where those limits lie will vary according to the age of the child and the role of the member of staff. For example, a young child may well require being comforted and reassured. Prohibition of any physical contact would clearly not be to the benefit of the child, but staff must use their professional judgement when they feel a child needs this kind of support. It is expected that the need and desirability of such contact with older students is considerably less, though even in these circumstances situations could arise in which it would be a natural and human occurrence.

Appropriate Physical Contact

There are occasions when physical contact with a child may be proper or necessary, for example to demonstrate exercises or techniques during P.E. lessons or if a member of staff has to give first aid. Young children and children with special educational needs may need staff to provide physical prompts or help. **However, staff should always be able to justify resort to physical contact in any situation and the nature of the contact should be limited to what is appropriate.**

Physical contact may be misconstrued by a child, parent or observer. Touching children, including well intentioned gestures such as putting a hand on a shoulder, can, if repeated regularly, lead to serious questions being raised. **As a general principle staff must not make gratuitous physical contact with children.** It is particularly unwise to attribute touching to a teaching style or as a way of relating to children.

Informed Common Sense

It would be impossible to lay down rigid rules about what is and is not permissible. Common sense is a good guide, but it must be informed common sense. Child abusers often seek to gain the trust and confidence of children by seeming to care and then by exploiting that trust. It is important for caring adults to understand that too generous limits which can be operated by some can be exploited by others with less worthy motives.

Corporal punishment

Any form of physical punishment of children in school is unlawful, as is any form of physical response to misbehaviour unless it is by way of restraint. It is particularly important that staff understand this, both to protect their own position and the overall reputation of the school.

Restraint

In an emergency, staff very rarely may find it necessary to use physical restraint as a last resort. Restraint should only be used as a short term measure and should involve the minimum force necessary, and for the minimum duration, to protect children at imminent risk of harming themselves and others, or inflicting damage to property, and only if there is no viable alternative to physical intervention. Any physical restraint used must be commensurate with the actual risk to the child and should involve the use of 'reasonable force' (see below). Colleagues should, where possible, be summoned to witness and assist if necessary.

Before intervening physically a member of staff should, wherever practicable, do the following:

- tell the child who is misbehaving to stop, and what will happen if he or she does not
- continue attempting to communicate with the child throughout the incident
- make it clear that physical contact or restraint will stop as soon as it ceases to be necessary.

A calm and measured approach to a situation is needed and teachers should never give the impression that they have lost their temper, or are acting out of anger or frustration, or to punish the child.

Any use of restraint must be reported to the Second Deputy Head. The report must be in writing and give details of why the restraint was needed, the duration of the restraint, the names of any witnesses present and the signatures of all staff present.

Reasonable Force

There is no legal definition of 'reasonable force', so it is not possible to set out comprehensively when it is reasonable to use force, or the degree of force that may reasonably be used. It will always depend on all the circumstances of the case.

Opportunity

Staff must try, as far as possible, to avoid being alone with a child or young person. This may, of course, prove difficult in a number of situations. Staff should be sensible and try to arrange, where possible, that others are within earshot or vision. Staff holding individual meetings with students in classrooms or boarding houses should, for example, leave the door open.

Attachments

Staff are advised to share their concerns with a senior colleague if they suspect that a child or young person is becoming inappropriately attached to them or to another

member of staff, or if their feelings towards a child or young person are placing them at risk of unprofessional behaviour.

There may be occasions where a distressed child needs comfort and reassurance, which may include physical comforting such as a caring parent would give. Staff must use their discretion in such cases to ensure that what is normal and natural does not become unnecessary and unjustified contact, particularly with the same child over a period of time.

Advice to Staff

The key message for all staff is to share any concerns they may have about physical contact with children with the Second Deputy Head, who is also the child protection officer, or with any other member of the senior management team.

Appendix 4
Ratcliffe College - School welfare concern form

Use this form to record any concern about a pupil's welfare and give it to the designated senior person for child protection: Mr Jon Reddin (Second Deputy Head)

If you suspect the pupil may be suffering abuse or neglect, or you have received a disclosure of abuse from a pupil, or you have heard about an allegation of abuse, you must complete the child protection record of concern form instead, and hand it to the designated person today.

Pupil's full name	Class teacher/form tutor
Date of this record	Your name and designation
Why are you concerned about this pupil?	Signature _____
What have you observed and when?	Have you spoken to the pupil? <input type="checkbox"/> Yes <input type="checkbox"/> No
What have you heard and when?	What did they say? Use the pupil's own words
What have you been told and when?	
Date and time you handed this form to the designated person	Have you spoken to anyone else about your concern? <input type="checkbox"/> Yes <input type="checkbox"/> No
Are the parents/carers aware of your concern? <input type="checkbox"/> Yes <input type="checkbox"/> No	Who?
	Is this the first time you have been concerned about this pupil? <input type="checkbox"/> Yes <input type="checkbox"/> No
	Further details

Appendix 5

Every Child Matters: Change for Children

Every Child Matters, the Government's vision for children's services, was published in September 2003. It proposed reshaping children's services to help achieve the outcomes children and young people identified as being essential for well-being in childhood and later life. There are five outcomes, as follows:

- **Be healthy**
 - Physically healthy
 - Mentally and emotionally healthy
 - Sexually healthy
 - Healthy lifestyles
 - Choose not to take illegal drugs
 - *Parents, carers and families promote healthy choices*

- **Stay safe**
 - Safe from maltreatment, neglect, violence and sexual exploitation
 - Safe from accidental injury and death
 - Safe from bullying and discrimination
 - Safe from crime and anti-social behaviour in and out of school
 - Have security, stability and are cared for
 - *Parents, carers and families provide safe homes and stability*

- **Enjoy and achieve**
 - Ready for school
 - Attend and enjoy school
 - Achieve stretching national educational standards at primary school
 - Achieve personal and social development and enjoy recreation
 - Achieve stretching national educational standards at secondary school
 - *Parents, carers and families support learning*

- **Make a positive contribution**
 - Engage in decision-making and support the community and environment
 - Engage in law-abiding and positive behaviour in and out of school
 - Develop positive relationships and choose not to bully and discriminate
 - Develop self-confidence and successfully deal with significant life changes and challenges
 - Develop enterprising behaviour
 - *Parents, carers and families promote positive behaviour*

- **Achieve economic well-being**
 - Engage in further education, employment or training on leaving school
 - Ready for employment
 - Live in decent homes and sustainable communities
 - Access to transport and material goods
 - Live in households free from low income
 - *Parents, carers and families are supported to be economically active*

Every Child Matters strongly supports the principle of personalisation and the work schools are already doing to raise educational standards by:

- encouraging schools to offer a range of extended services that help pupils engage and achieve, and building stronger relationships with parents and the wider community
- supporting closer working between universal services like schools and specialist services so that children with additional needs can be identified and supported effectively.

The thinking behind *Every Child Matters* is not new. High expectations and a broad view of supporting children and young people are common features of highly successful schools. Schools already contribute to pupils' wider well-being through, for example:

- helping each pupil achieve the highest educational standards they possibly can;
- dealing with bullying and discrimination and keeping children safe;
- becoming Healthy Schools and promoting healthy lifestyles through Personal, Social and Health Education lessons, drugs education, breakfast clubs and sporting activities;
- ensuring attendance, encouraging pupils to behave responsibly, giving them a strong voice in the life of the school and encouraging them to volunteer to help others;
- helping communities to value education and be aware that it is the way out of the poverty trap;
- engaging and helping parents in actively supporting their children's learning and development.

New inspection arrangements mean the criteria for school inspection cover the contribution schools make to pupil well-being, as reflected in the school's self-evaluation.

A particular issue for all schools, including independent schools, is the statutory duty on schools in the Education Act 2002 to safeguard children, to promote their welfare and to ensure everyone plays their full part in safeguarding children from abuse and neglect.

Further information on all aspects of the *Every Child Matters* programme is available at www.everychildmatters.gov.uk