

# Child Protection

School Policy - Welfare

November 2015



NORD  
ANGLIA  
EDUCATION

*Be Ambitious*

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### **Section I: Policy**

1. RATIONALE AND PRINCIPLES
  - a. **Rationale: The importance of child protection:**

The school recognises its duty and responsibilities to protect and safeguard the interests of all children. It recognises that effective child protection work requires sound procedures, good inter-agency co-operation and a workforce that is competent and confident in responding to child protection situations.

This policy document provides the basis for good practice within the school for child protection work. The procedures provide a framework to ensure that all practices in the area of child protection are consistent and that the school takes every reasonable measure to ensure every child is healthy and safe.

This document also seeks to make the professional responsibilities clear to all staff to ensure that statutory and other duties are met. All staff members should be aware of systems within the school which support safeguarding. This includes the Staff Code of Conduct and the designated safeguarding lead.

All staff should also receive appropriate child protection training which is regularly updated as detailed further in this policy.

**b. What school staff should know and do:**

1. Safeguarding and promoting the welfare of children includes protecting children from maltreatment, preventing impairment of children's health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.
2. "Children" includes everyone under the age of 18.
3. Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child. Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.
4. Everyone who comes into contact with children and their families has a role to play in safeguarding children. School and college staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and colleges and their staff form part of the wider safeguarding system for children. Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.
5. Each school and college should have a designated safeguarding lead who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.
6. Teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
7. All school and college staff have a responsibility to provide a safe environment in which children can learn.
8. All school and college staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff have a responsibility to take appropriate action, working with other services as needed.

**c. Guiding principles**

The school is committed to the following principles:

- A child's welfare is paramount. Each child has a right to be protected from harm and exploitation and to have their welfare safeguarded.
- Each child is unique. Action taken by child welfare organisations should be child-centred, taking account of a child's cultural, ethnic and religious background, their gender, their sexual orientation, their individual ability and any special needs.
- Children, parents and other carers should be made aware of their responsibilities and their rights, together with advice about the power of professionals to intervene in their family circumstances.
- Each child has a right to be consulted about actions taken by others on his/her behalf. The concerns of children and their families should be listened to and due consideration given to their understanding, wishes and feelings.

- Individual family members must be involved in decisions affecting them. They must be treated with courtesy and respect and with due regard given to working with them in a spirit of partnership in safeguarding children's welfare.
- Open-mindedness and honesty must guide each stage of assessment and of operational practice. The strengths of individual family members, as well as their needs, should be given due consideration.
- Personal information is usually confidential. It should only be shared with the permission of the individual concerned, or unless the disclosure of confidential personal information is necessary in order to protect a child. In all circumstances, information must be confined to those people directly involved in the professional network of each individual child and on a strict "need to know" basis.
- Professionals should be aware of the effects of outside intervention upon children, upon family life and the impact and implications of what they say and do.
- Explanations by professionals to children, their families and other carers should be plainly stated and jargon-free. Unavoidable technical and professional terminology should be explained in simple terms.
- Sound professional practice is based upon positive inter-agency collaboration, evidence-based research and effective supervision and evaluation.
- Early intervention in providing support services is an important principle of practice in inter-agency arrangements for safeguarding the welfare of children.

## 2. MEASURES

### a. **Staff recruitment** (please see Safer Recruitment Policy for further detail)

When recruiting new members of staff the school follows the guidance given in the Safeguarding Children: Safer Recruitment in Education (2006), and school guidelines as replaced and amended by the Keeping Children Safe in Education (2014) information and guidance.

The following checks take place;

- Employment history through standardised application forms to easily spot any gaps in employment or training
- Disclosure and Barring Service (DBS) checks enhanced with barred list (List 99) information are undertaken with original copies viewed and evidence of checks provided by another country for an applicant who has worked abroad (if applicable)
- References are taken up and obtained and qualifications are verified with original copies viewed. References are followed up with telephone calls where this is considered desirable.
- Making contact with the school at which the applicant last worked, if he or she is not currently working in a school (in order to confirm employment details and reasons for leaving)
- For individuals who have lived or worked outside of the UK, they must undergo the same checks. In addition, schools must make any further checks they think appropriate so that any relevant events that occurred outside the UK can be considered.
- Obtain a medical declaration of mental and physical suitability for the post in question
- Complete checks with local authorities

A Single Central Record (SCR) shall be maintained and kept in a secure place with limited access within the administration department. The SCR will remain a confidential document.

### Other Adults in Contact with Children

In instances where children are off-site (for example, residential trips, FOBISIA trips, enrichment activities and external providers) risk assessments are carried out which include checks on whether the company have carried out child protection and disclosure checks on all adults that children will carry out activities with apart from school staff.

Depending on the outcome of these checks, action points are put in place. (For further information please see Educational Visits Policy and Procedures).

## **b. Training**

Newly appointed staff will have initial training in child protection as part of their induction programme, to be carried out by a reputable training provider such as Kidscape or Educare.

Wherever possible all teachers and other adults who come into prolonged contact with children will attend Level 1 Safeguarding and Promoting the Welfare of Children and Young People (or equivalent) training which includes:

- Understanding broad definitions of child abuse and neglect
- Dealing appropriately with disclosures
- Having an awareness of how a child's race, culture, gender and ability inform an assessment of their needs
- Knowing how to make a referral
- Acting appropriately on suspicion/knowledge that a child may be suffering harm
- Understanding the Child Protection system and professional roles within it
- Understanding how discrimination can impact on children and families
- Understanding both victim and offender behaviour

Whole School Leadership Teams should receive Level 2 training (or equivalent) and Headteachers and Designated Child Protection Officers will receive Level 3 training (or equivalent) every two years to ensure:

- They develop an advanced understanding of Child Protection issues
- They develop enhanced understanding of cultural attitudes and values with regard to safeguarding children.
- Refresh & enhance their knowledge of signs and symptoms of abuse
- Understand the need for robust evidence in child protection issues
- Understand that some children may see abuse as 'normal' behaviour
- Receive recent information about Child Protection processes.
- Identify good practice and reflect on their settings policies and procedures

In addition, the school will run basic safety awareness sessions for long term adult volunteers and staff who join the school midyear.

Staff are also encouraged to read the relevant sections (explained pg23) of the revised 'working together to safeguard children' March 2010:

<http://publications.education.gov.uk/eOrderingDownload/00305-2010DOM-EN.PDF>

As well as the Department for Education's Keeping Children safe in education information and guidance 2014:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

And the following websites:

[www.everychildmatters.gov.uk](http://www.everychildmatters.gov.uk) and [www.teachernet.gov.uk](http://www.teachernet.gov.uk)

## **c. Dealing with allegations of abuse**

Any allegations or suspicions of abuse must be referred immediately to the Designated Child Protection Officer within the school who will initiate a case. A written record of concerns should be made using the school's internal recording forms. The Designated Child Protection Officer will then make the decision whether the case is serious and needs to be

brought to the attention of the Headteacher. The Headteacher and the Designated Child Protection Officer may consult with the child's parents or guardians in order to reach a decision on whether the matter needs referral to the relevant outside agency.

**d. Referrals**

The decision to refer a case to an outside agency is to be made by the Headteacher, in consultation with the Designated Child Protection Team and prior consultation with at least one member of the Board.

The school will take all appropriate measures to pass on information regarding those who have been convicted of abuse to the authorities in the UK charged with ensuring that unsuitable individuals do not come into contact with children.

**e. Child in Need**

Referral should be considered when a child shows evidence that her/his health, development or achievement may be adversely affected.

- Age appropriate progress is not being made and the causes are unclear.
- He/she is unlikely to achieve or maintain, or to have opportunity to achieve or maintain a reasonable standard of health or development, without the provision of services by a local authority or outside agency.
- His/her health or development is likely to be impaired, or further impaired without the provision of such services.

**f. Child Requiring Protection**

It should be considered a child protection matter for referral if:

- A child is at risk or suffering significant harm.
- A child is suffering the effects of significant harm.
- Serious health problems are in evidence.

It is the 'significant harm' threshold that justifies statutory intervention into family life, in this case immediate referral. A professional making a child protection referral must therefore provide information that clearly outlines that a child is suffering or likely to suffer significant harm.

It is not possible to rely on one absolute criterion when judging what constitutes significant harm. Consideration of the severity of ill treatment may include the extent of the harm suffered, the context within which it occurred and its duration.

Significant harm may also arise from a combination of significant events that are both acute and long standing and which may impair the child's physical, psychological and social development.

In order to both understand and establish significant harm, it is necessary to consider the family context, within their wider social and cultural environment. It is also necessary to consider any special needs, e.g. medical condition, communication difficulties or disability that may affect the child's development and care within the family. The nature of harm, in terms of ill treatment or failure to provide adequate care also needs consideration alongside the impact on the child's health and development and the adequacy of care provided.

**g. Confidentiality**

Confidentiality is an issue that needs to be understood by all those working with children, particularly in the context of child protection. This is a complex area and involves consideration of a number of pieces of legislation.

**A guarantee of confidentiality should never be given to a child** as some kinds of information may need to be shared with others.

Professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognised in principle by the courts in the UK. However, any disclosure of personal information to others, including social service departments, must always have regard to both common and statute law where possible in the UK and locally.

Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (Data Protection Act 1998 European Convention on Human Rights, Article 8). Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, however, consent may not be possible or desirable but the safety and welfare of the child dictate that the information should be shared.

UK law requires the disclosure of confidential information necessary to safeguard a child or children. Under Section 47 of the Children Act 1989 statutory agencies have a duty to co-operate. In the event of any conflict with local law in this instance the advice of the school's legal team will be sought.

#### **h. Dealing with allegations of abuse against another pupil**

Allegations of abuse against another pupil (if not dealt with under the Anti-Bullying Policy) will be dealt with in accordance with this policy. Under no circumstances should the pupil against whom the allegations have been made be approached by the person to whom the initial disclosure has been made.

#### **i. Dealing with allegations of abuse against a professional**

Children can be the victims of abuse by those who work with them in any setting. All allegations of abuse of children carried out by any staff member or volunteer should therefore be taken seriously.

If an allegation is received by the Headteacher one needs to consider whether the professional has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates s/he is unsuitable to work with children

Allegations of abuse made against staff, whether historical or contemporary, should be handled by the Headteacher and not a designated child protection teacher (if the allegation is against the Headteacher then the person receiving the allegation should immediately inform the Chair of Governors, without notifying the Headteacher first).

When an allegation of abuse is made against staff, it is referred **directly** to the relevant external agency (See Appendix 1) and their advice followed. This initial conversation will establish the validity of any allegation and if a formal referral is needed, then contact will be made within 24 hours with the relevant local agency. If this is the case a strategy meeting will be called that the Headteacher/Chair of Governors should attend.

The decision of the strategy meeting could be:

- Police investigation if there is a criminal element to the allegation
- Single agency investigation completed by the school

The fact that a member of staff offers to resign should not prevent the allegation procedure reaching a conclusion.

It is the responsibility of the Child Protection Officer to ensure that a report is made to the Disclosure and Barring Service (DBS) within one month of leaving the school of 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. For more information on making a referral:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/442338/DBS\\_Barring\\_Making\\_a\\_referral\\_A5\\_8pp.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/442338/DBS_Barring_Making_a_referral_A5_8pp.pdf)

#### **j. Resources**

Child protection is a matter for all members of staff.

The Whole School Leadership Team have to ensure that sufficient resources are made available to enable the necessary tasks to be carried out properly including attending meetings, collating and writing assessment reports, staff training and making contact with outside agencies.

Child protection awareness will be addressed through the curriculum as appropriate to ensure all the pupils understand what is meant by child protection and how they can be safe.

#### **k. Updating**

This policy will be reviewed annually by the Board of Directors in consultation with the Headteacher and WSLT. It is advised that in doing so they consult with an expert child protection agency in the UK. Any changes will be submitted to the Board for approval.

Any significant deficiencies and weaknesses in the policy will be remedied without delay with prior approval of at least one member of the Board.

Initial Child Protection training given to each member of staff will be reviewed and updated every two years for the Designated Child Protection Officers and three years for general staff, or whenever a significant change in standard practice or legislation requires it.

The Governing Board will complete Level 1 Child Protection and Safer Recruitment training with Kidscape, Educare or equivalent and shall update these qualifications as necessary.

### **3. LOCAL LAW**

#### **Implications of local law on the school's child protection policy**

The school's policy on child protection draws principally from UK statutory guidelines and best practice. However local laws and regulations may be binding on schools and schools should ensure they have consulted locally and are fully compliant and up to date on any applicable local laws. Schools should also ensure they are aware of which local agencies should be notified in cases of child protection matters.



Local laws regarding the protection of children are usually similar to those in the UK in that there is usually a statutory obligation to refer instances of abuse to the local child protection agency.

Further information is available in Appendix I.

## **Section II: Guidelines & Procedures**

### **1. GUIDELINES**

#### **a. Responsibility**

Every member of staff at the school is responsible for contributing to the safety and well being of pupils at the school. Being aware of the information below and following the guidelines contained here is a part of that responsibility. All school staff members should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

#### **b. Recognising when a child may be at risk**

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children.

If any member of academic staff has significant concerns about the welfare of a child, they should make them known to a Designated Child Protection Officer at the school. These concerns may include:

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

**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 fabricates the symptoms of, or deliberately induces illness in a child.

**Emotional abuse:** The persistent emotional maltreatment 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 include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying (including Cyber Bullying), 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 maltreatment of a child, though it may occur alone.

**Neglect:** Neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

**Sexual abuse:** Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (e.g. rape, or oral sex) or non penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing, They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

### c. **Signs and symptoms of child abuse and neglect**

Although these signs do not necessarily indicate that a child has been abused, they may help adults recognise that something is wrong. The possibility of abuse should be considered if a child shows a number of these symptoms, or any of them to a marked degree.

#### **Sexual Abuse**

- Being overly affectionate or knowledgeable in a sexual way inappropriate to the child's age
- Medical problems such as chronic itching, pain in the genitals, venereal diseases
- Other extreme reactions, such as depression, self-mutilation, suicide attempts, running away, overdoses, anorexia
- Personality changes such as becoming insecure or clinging
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Sudden loss of appetite or compulsive eating
- Being isolated or withdrawn
- Inability to concentrate
- Lack of trust or fear of someone they know well, such as not wanting to be alone with a babysitter or child minder
- Starting to wet again, day or night/nightmares
- Become worried about clothing being removed
- Suddenly drawing sexually explicit pictures
- Trying to be 'ultra-good' or perfect; overreacting to criticism

#### **Physical Abuse**

- Unexplained recurrent injuries or burns
- Improbable excuses or refusal to explain injuries
- Wearing clothes to cover injuries, even in hot weather
- Refusal to undress for gym
- Bald patches
- Chronic running away
- Fear of medical help or examination
- Self-destructive tendencies
- Aggression towards others
- Fear of physical contact - shrinking back if touched
- Admitting that they are punished, but the punishment is excessive (such as a child being beaten every night to 'make him study')
- Fear of suspected abuser being contacted

### Emotional Abuse

- Physical, mental and emotional development lags
- Sudden speech disorders
- Continual self-depreciation ('I'm stupid, ugly, worthless, etc')
- Overreaction to mistakes
- Extreme fear of any new situation
- Inappropriate response to pain ('I deserve this')
- Neurotic behaviour (rocking, hair twisting, self-mutilation)
- Extremes of passivity or aggression

### Neglect

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Untreated medical problems
- No social relationships
- Compulsive scavenging
- Destructive tendencies

Note: A child may be subjected to a combination of different kinds of abuse. It is also possible that a child may show no outward signs and hide what is happening from everyone.

### d. Guidelines for listening and talking to children

If a child chooses to disclose, you SHOULD:

- Be accessible and receptive;
- Listen carefully and uncritically at the child's pace;
- Take what is said seriously;
- Reassure the child that they are right to tell;
- Tell the child that you must pass this information on;
- Make a careful record of what was said verbatim
- Avoid leading the students with your questions
- Use open questions "Tell me, describe to me, show me, explain to me"

You should NEVER:

- Take photographs or examine an injury;
- Investigate or probe aiming to prove or disprove possible abuse – **never ask leading questions;**
- Make promises to children about confidentiality or keeping 'secrets';
- Assume that someone else will take the necessary action;
- Jump to conclusions or react with shock, anger or horror;
- Speculate or accuse anybody;
- Confront another person (adult or child) allegedly involved;
- Offer opinions about what is being said or about the persons allegedly involved;
- Forget to record what you have been told;
- Fail to pass the information on to the correct person;

- Ask a child to sign a written copy of the disclosure.

For children with communication difficulties or who use alternative/augmented communication systems, you may need to take extra care to ensure that signs of abuse and neglect are identified and interpreted correctly, but concerns should be reported in exactly the same manner as for other children.

#### **e. Guidelines for record keeping**

Well-kept records are essential in situations where it is suspected or believed that a child may be at risk from harm.

Records should:

- State who was present, time, date and place;
- Use the child's words wherever possible;
- Be factual/state exactly what was said;
- Differentiate clearly between fact, opinion, interpretation, observation and/or allegation;
- Be written in ink and signed by the recorder;
- Be safely stored in a locked physical file on school premises with extremely limited access.

#### **f. School staff and allegations of abuse**

Academic staff should ensure that personal contact with children minimises the risk of any situation arising in which misunderstandings can occur.

The following sensible precautions can be taken when working alone with children:

- Work in a room where there is a glass panel in the door or leave the door open
- Make sure that other adults visit the room occasionally
- Avoid working in isolation with children unless thought has been given to safeguards
- Must not give out personal mobile phone numbers or private e-mail addresses
- Must not give pupils lifts home in cars
- Must not arrange to meet them outside of school hours
- Must not chat to pupils on the social websites

Under the Sexual Offences Act 2003 it is a criminal offence for anyone working in an education setting to have a sexual relationship with a pupil even when the pupil is over the age of consent. Regardless of local laws, the school will report any such instance to the authorities in the UK.

In exceptional circumstances it may be essential to physically restrain a student to protect them from physical harm or physically harming another person. Any use of physical force or reasonable restraint against pupils will be documented. If it is necessary to use physical action to prevent a child from injury to themselves or others parents must be informed.

**Children will not be punished under any circumstances by any form of hitting, slapping, shaking or other degrading treatment.**

For more information, please see the appendices.

#### **g. Ensuring a secure environment**

- Staff should challenge any person not showing identification or visitor badges within the school grounds.
- Staff should report and challenge any suspicious behaviour around the school perimeters.
- All staff have a professional responsibility to report any inappropriate actions or conduct by a member of staff or school community.

## 2. PROCEDURES

Steps to take when you suspect a child may be at risk

1. Staff should report concerns and evidence to the Designated Child Protection Officer as soon as possible.
2. Together with the Designated Child Protection Officer make a record of the case.

Steps to take when a child reports abuse to a member of staff

1. Speak with the child following the guidelines for talking and listening to children
2. Make a record of the conversation following the guidelines for record keeping
3. Report the instance to the Designated Child Protection Officer with a copy of the record of your conversation.

Steps to be taken by a Designated Child Protection Officer (DCPO)

1. Collect and review evidence on the reported case. Actions may include:
  - Offer the opportunity for the child to disclose information
  - Contact parents to gather more information
  - Continue to gather information from further observations of behaviour or additional sources
  - Evaluate evidence with other DCPOs and or Headteacher.
2. Where an external referral is deemed necessary, consult and obtain approval from Headteacher who may in turn consult the member of the Board.

The below "Child Protection Procedure Flowchart" and "Child Protection Recording Sheet" are displayed and made available in all staff rooms.

## CHILD PROTECTION PROCEDURE FLOWCHART

**If you discover or suspect any child abuse, take ACTION**

Within 24 hours, complete the **Child Protection Recording Sheet**

Write only facts about what you witness or hear from the pupil - never opinions. **Only use the paper copy** - do not email.

Remember: Always make and keep a written record of all events and actions taken, date and sign each entry to this record. **Keep records confidential** and secure and separate from the child's curriculum file.

Pass the **Child Protection Recording Sheet** to one of the school **Safeguarding Leaders**

**Safeguarding Leaders will consult and respond.** If you are asked to monitor the situation, make sure you are clear what you are expected to monitor, for how long and how and to whom you should feedback information to.

## CHILD PROTECTION RECORDING SHEET

Nature of incident or concern:

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Witness

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Date/s and time/s

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Details of who you may have already discussed your concerns with

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Name and date:

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Signature

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## APPENDIX 1: LOCAL INTER-AGENCY PROCEDURES

The Lead Person will contact the appropriate department when aware of a child protection issue. This is done within 24 hours of a disclosure or suspicion of abuse:

**<http://www.unicef.org/philippines/>**

Department of Justice  
DOJ Action Center  
Ground Floor, Forum Building  
Padre Faura Street  
Ermita  
Manila

1000  
Republic of Philippines  
Tel: (+632) 521 2930 (+632) 523 8484) local 403  
Email: dojac@doj.gov.ph

### **Paranaque City Police Department**

Ninoy Aquino avenue  
Barangay San Dionisio  
Paranaque City  
1720 Metro Manila  
Philippines  
Tel: 02 826 8121

If you suspect that a child is being harmed, reporting your suspicions may protect the child and obtain help for the family. Please call with the following information:

- address or location where the child is being abused or neglected
- type of abuse or facts of the case
- identity of the abuser or any information related to the abuser

*From this information, the Agency will then redirect us to the correct police division which deals with Child Protection issues in our area.*

### **Disclosure and Barring Service (UK)**

It is the responsibility of the Child Protection Officer to ensure that a report is made to the Disclosure and Barring Service (DBS) within one month of leaving the school of 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. For more information on making a referral:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/442338/DBS\\_Barring\\_Making\\_a\\_referral\\_A5\\_8pp.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/442338/DBS_Barring_Making_a_referral_A5_8pp.pdf)

### **Philippino Law:**

If you are working with children, learn to recognise the signs and symptoms and take action if you suspect that a child may have been abused.

The Child Act 2001 requires any medical officer or medical practitioner, childcare provider or member of the family to notify his/her concerns, suspicions or beliefs that a child may have been abused or neglected to the appropriate child protection authority in the country. Failure to do so



can result in criminal charges.

Do not hesitate to report abuse that happened in the past but was not reported. The abuser may still be active and your action can save a child.

Any concerned person can report suspicions of child abuse. You do not have to prove it. Do not turn a blind eye. It is our social and moral responsibility to get involved.

### **Philippino Law:**

#### **Republic of the Philippines Department of Education**

*DepEd order No 36 s 2016*

DepEd's learner centered approach recognises that a child's condition can significantly affect the achievement of learning outcomes. While the Department may not have direct mandate and resources to address many of the social, economic and personal issues of learners, it is committed to ensuring their well being, particularly in situations where harm can occur in school or disrupt their studies.

### **APPENDIX 2: LOCAL EMBASSY CONTACTS**

For advice on the following nationals, please use these contacts:

- Philippine Embassy : Phone +632 834 4000 /3000
- UK Embassy : Phone +63 2 858 2205
- US Embassy: Phone +63 2 301 2000
- Iraq Embassy: Phone +63 995 2497
- Australian Embassy: Phone +632 757 8100

### **APPENDIX 3: AVOIDING FALSE ALLEGATIONS OF INAPPROPRIATE BEHAVIOUR**

Firstly, staff must avoid actions that may be interpreted as intending to abuse the pupil. Secondly, staff must avoid being overly friendly which may give the pupil the wrong impression that the member of staff is establishing an inappropriate relationship with the pupil.

New members of staff will find that they are initially more cautious in dealing with situations and experience will bring greater confidence. The advice is to err on the side of caution if you are not comfortable with a given situation.

Early Years children and primary pupils are more likely to be touched by their teachers etc. than older pupils and this will influence the response to the following points. Consider the difference between a 4 year old child who has scraped his knee on the playground and is inconsolable until the appropriate attention has been given to a thirteen year old girl who has twisted her ankle. Both require physical attention but the actions will be different.

#### **1. Do not touch pupils inappropriately.**

Members of staff must be careful about how they comfort a distressed pupil or use physical action to warn a pupil of danger or prevent an accident. This is particularly pertinent when alone with a pupil. Generally, do not put your arm around

a pupil to comfort him/her, unless you are confident that your action will not be misinterpreted. Be aware that pupils can misinterpret well-meant actions. Generally physical contact with pupils should be avoided unless it is necessary to prevent harm or injury to them or to others. If it is necessary to touch a pupil in order to administer medical care it is helpful to ask the pupil if it is OK to “have a look at your arm” or to tell them exactly what you are going to do. If possible, try to ensure that there is someone else with you. This could be another pupil if there is no other adult available. With older pupils it is better to ask them to do things for themselves.

**2. When dealing with a pupil alone in a room have regard to the following conditions.** Make sure that someone else knows where you are and why you are speaking to the pupil. This is important if you need to speak about a sensitive matter. Have that person waiting outside the room. Best case scenario is to have that person in the room with you. Avoid speaking to a pupil in a room with no window or where no-one else could see you if necessary. Do not place yourself between the pupil and the door. A pupil must never feel that they are trapped in the room. They must be able to get out without having to go past you. Do not do anything that might lead to misinterpretation of your action. If you are at all unsure about addressing a pupil, ask another member of staff to be there as well. Minute the conversation to pass to the Headteacher immediately.

**3. Make sure that you know what the procedures are for your section of the school with respect to going into the changing rooms when pupils are changing.**

a) In Early Years all children change in the classrooms supervised by the class teacher and classroom assistants.

b) In the Primary School, either the children change in the classroom with teacher supervision or the boys and girls go into their separate cloakrooms and change, again with teacher supervision. At the swimming pool, the boys and girls change in separate changing rooms and the teacher goes into both changing rooms to check and to hurry them along.

c) In the Senior School girls and boys go into their designated changing rooms and change on their own. PE staff go in and out as necessary and also to take the register.

**4. Do not communicate with a pupil via your mobile phone or landline.**

Use a school mobile phone where it is helpful to have a phone conversation.

- Do not give your number to a pupil.
- Do not send text messages to a pupil.
- Do not give your personal e-mail address to pupils.

**5. Generally speaking it is inadvisable to give a pupil a lift in your car if that person will be the only other person in the car.**

However, if it is necessary to use your car to transport pupils make sure that parents have the exact details and have given prior permission.

**6. Be careful about the language that you use.**

Do not use “trendy” vocabulary or young people’s language that may give pupils the wrong impression that you are trying to be friendly with them. It is important to remain professional at all times.

**7. Be wary of the pupil who asks for reassurance,** e.g. please give me a hug. Avoid this for your own sake, even though it may seem to be to reject the pupil.

**8. If you feel that you have not been wise in something that you have done, tell a member of the senior management team immediately.**

If you are not comfortable with the way in which a pupil has approached you, then again tell one of the above people. There may well be nothing to worry about, but at least you will have been open and transparent about what has happened.

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**9. Under no circumstances should a member of staff enter into a physical relationship or one which could lead to a sexual relationship with a pupil.**