



Child Protection Policy

April 2004

The Policy

Aims

Hanson School strives to educate all its students within a caring and supportive environment and we recognise the contribution we can all make in protecting and supporting students in our school. Consequently the overall aim of this policy is to safeguard and promote the welfare of the students in our care. In a situation where child abuse is suspected, our paramount responsibility is to the student.

This will be achieved by-

Prevention

- Ensuring the key concepts of child protection are integrated within the curriculum, especially in PHSCE.
- Creating an environment where students feel secure and have their viewpoint valued, are encouraged to talk and are listened to.

Protection

- Monitoring students who have been identified as 'at risk'.
- Ensuring that all staff are aware of the referral procedure within the school.
- Continue to develop awareness in all staff of the need for Child Protection and their responsibility in identifying abuse.

Support

- Ensure that outside agencies are involved where appropriate.
- Create an environment where students feel supported.

The policy applies to all students in the school and should be followed by all staff working in the school.

School Commitment

We recognise that for students high self-esteem, confidence, supportive friendships and clear lines of communication with a trusted adult person helps prevention.

Our school will therefore:

1. Establish and maintain an ethos where students feel secure and are encouraged to talk and are listened to.

Achieved through:

- *Continuity of form tutor for 5 years if possible.*
- *Continuity of Year Managers.*
- *Regular daily contact with form tutor.*
- *P.I's with tutors (students can request a P.I.)*
- *Open door policy of Year Managers and Senior Staff.*

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2. Ensure that the students know that there is an adult in the school who they can approach if they are worried or in difficulty.

Achieved through:

- *Approachable tutors, subject teachers, Year Managers and Senior Staff.*
- *Availability of Learning Mentors.*
- *Connexions PA available.*
- *School nurse available.*

3. Include in the curriculum, material, which will help students develop realistic attitudes to the responsibility of adult life, particularly with regards to parenting skills.

(See PHSCE curriculum)

4. Include in the curriculum activities and opportunities they need to stay safe from abuse.

(See PHSCE/ICT curriculum)

5. Ensure that, wherever possible, every effort will be made to establish effective working relationships with parents, and colleagues from other agencies.

Roles and Responsibilities

All adults working at Hanson have a responsibility to protect our students. There are however some key people within a school that have specific responsibility under Child Protection Procedures. The names of those carrying these responsibilities for the current year are listed on the cover sheet of this document.

The Role and Responsibilities of the Senior Designated Teachers

- To ensure that all staff know who is responsible for Child Protection Issues.
- To ensure that all staff know who to contact if they are unavailable.
- To refer promptly all cases of suspected child abuse to the local social services department or to the police protection team. If a parent arrives to collect the child before the social worker has arrived then it must be remembered that we have no right to prevent the removal of the child. However, if there are clear signs of physical risk or threat, the police should be called.
- To maintain and update as necessary the Child Protection Monitoring List.
- To organise regular training on Child Protection within the school (Every 3 Years).
- To ensure that all staff know about and have access to the Child Protection guidelines issued by the authority.
- To coordinate action when child abuse is suspected.
- To facilitate and support the development of a whole school policy on Child Protection.
- To attend case conferences or nominate appropriate member of staff to attend on his/her behalf.

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- To maintain records of case conferences and other sensitive information in a confidential file and to disseminate information on a 'need to know' basis.
- To pass on records and inform the key worker when a child who is on the Child Protection Register leaves the school. The custodian of the register must also be informed.
- To raise staff awareness and confidence on child protection procedures and to ensure new staff are aware of these procedures.
- To keep up to date with the current practice by participating in training opportunities wherever possible. Will need training updated every 2 years.
- To fill in the referral sheet, which shows the number of referrals etc made. (The named governor can ask to see this sheet but it must not contain specific details of cases.)

The Role and Responsibilities of the Head Teacher

- To ensure that there is at least one designated teacher in post.
- To enable the training of staff in Child Protection.
- To ensure that there is a named governor responsible for Child Protection.

The Role and Responsibility of the Named Governor Responsible for Child Protection

- To ensure there is a Child Protection policy in place.
- To ensure that the Head Teacher fulfils his/her responsibility.
- The governor should not be given details of specific child protection issues, however they can check that procedures are being followed, by checking the referral sheet kept by the Designated Teacher.

Procedures

We will follow the procedures set out in the document produced by the Child Protection Committee.

1. Any member of staff with concerns or an issue relating to Child Protection should immediately discuss it with a Designated Teacher. All allegations of child abuse must always be given the highest priority and referred immediately.
2. The Designated Person will then decide on the appropriate course of action (based on guidelines set by the authority).
3. Information for parents/carers will be published in the prospectus and issued at the start of every year in the Parents handout, which is also available on the school website
4. Allegations against staff
Teachers must protect themselves especially when meeting on a one to one basis with students and staff should bear in mind that even a perfectly innocent action can sometimes be misconstrued. Teachers who hear allegations of abuse against another member of staff should report the matter immediately to the Head Teacher so that ACPC and DFEE circular 10/95

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procedures can be followed. If the allegation is against the Head Teacher it should be taken to one of the Deputy Heads and through them to the Chair of Governors.

Dealing with Disclosures of Abuse

If a student chooses to tell a member of staff about a possible abuse there are a number of things that should be done to support the student.

- Stay calm and be available to listen.
- Listen with the utmost care to what the student is saying.
- Question normally without pressurising.
- **DO NOT** put words into the student's mouth but note the main points carefully. These notes should be completed as soon as the disclosure has been made.
- Keep full records (date, time, what the student said etc).
- Reassure the student and let them know they were right to inform us.
- Inform the student that the information will have to be passed on (it should be made clear to students at the start that **CONFIDENTIALITY CANNOT BE GUARANTEED IN RESPECT OF CHILD PROTECTION ISSUES**).
- **Immediately** inform the Designated teacher.

Training and Support

Hanson will ensure that the Head teacher, the Senior Designated Teachers and the nominated governor for Child Protection attend training relevant to their role. Staff will all have copies of the policy in their Staff Handbook. New teachers to the school and ITT students will have additional input on our procedures. The procedures we follow will be displayed in the staff room with the name of the Designated Teachers. Additional in-service training will be carried out in house as and when there is a need. All staff in the school will have child protection training (administrative support, premises staff, technicians, lunchtime staff). All employees will have undergone a CRB (enhanced disclosure) check before starting work.

Monitoring and Record Keeping

It is essential that accurate records be kept where there are concerns about the welfare of a student. These records should be kept in secure, confidential files, which are separate from the student's school records. It is important to recognise that regulations published in 1989 do not authorise or require the disclosure to parents of any written information relating to Child Protection. Although the preferred practice is for parents to be informed of, and agree to any referral being made (unless it relates to Sexual Abuse).

The Nominated Person is responsible for ensuring that these records are kept and placed in the Child Protection filing cabinet, which is separate to the students school records and to which access is limited to the Senior Designated Teachers who hold the keys.

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If a student talks to a member of staff about a child protection issue the notes the teacher makes must be handed to the Designated Teacher when they are told of the incident. These are to be kept in the Child Protection files.

Students whom we have concerns about will be monitored by the Designated Teacher but he/she will ask for help from the Year Managers who in turn will gather relevant information from staff who know the student. (The information given to staff will be on a 'need to know' basis.)

The designated Teacher will check to see if there are sufficient concerns to make a referral. If parents have not been informed about (or have agreed to) referral being made this must be reported to Social Services.

If a student leaves the school the Child Protection file will be passed on to the key worker and the custodian of the register will be informed.

It should be noted that reports might be needed for Child Protection Case Conferences or the criminal/civil courts. Consequently records and reports should be:

- Factual (no opinions)
- Non-judgemental (no assumptions)
- Clear
- Accurate
- Relevant

Supporting Students at Risk

Our school recognises that students who are abused or who witness violence may find it difficult to develop a sense of worth and to view the world in a positive way. This school may be the only stable, secure, and predictable element in the lives of children at risk. Whilst at school, their behaviour may still be challenging and defiant and there may be moves to consider fixed term or permanent exclusions.

It is recognised that some students who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the student can receive appropriate help and support.

The school will endeavour to support students through:

- a) The curriculum - to encourage self-esteem and self-motivation.
- b) The school ethos - which promotes a positive, supportive and secure environment, which gives all student and adults a sense of being respected and valued.
- c) The implementation of our behaviour and attendance policies.
- d) A consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all students are supported within the school.
- e) Regular liaison with other professionals and agencies that support the students and their families.
- f) A commitment to develop productive, supportive relationships with parents, whenever it is in the student's interests to do so.

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- g) The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations.

This policy should be considered alongside other related policies in the school. (E.g. Behaviour Policy and Behaviour Support Programme, Attendance Policy, Bullying Policy, Special Educational Needs Policy, Inclusion Policy)

We recognise that, statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse and as a result all staff must be sensitive to signs of abuse. It must also be stressed that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support and protection.

Policy Written	Dec 2004
Endorsed by	Senior Staff Child Protection Team Governors
Policy implemented	April 2005
Issued to staff	April 2005
To be updated	Annually (or before if a change in legislation/ procedure).

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A Named Staff with Responsibility for Child Protection

Academic Year	Senior Designated Teacher	Nominated Governor
2005-6	Chris Bennett Christine Finch (If not available please see Tim Brookes)	

B Review Dates for this Policy

Review Date	Changes Made	By Whom
July 2009	Alterations to contacts for names persons Alterations to where parents can find policy Alteration to number of times students is seen by tutor every day	CF

Appendix

Information for parents/carers published in the school prospectus and in Parent Handbook issued at the start of every academic year.

“Hanson is committed to promoting the health and welfare of all its students and if staff see signs that suggest that one or more of the students may have been the victims of abuse (or at risk of abuse) staff will follow the procedures laid down by the Area Child Protection Committee. Such action no way infers that any parent/carer or other individual is being accused of wrongdoing. A full version of the School’s Child Protection Policy is available on request.”

Appendix

Types of Child Abuse and their Symptoms

Child abuse can be categorised into 4 distinct types, i.e.

1. **Physical Abuse**
2. **Sexual Abuse**
3. **Emotional Abuse**
4. **Physical Neglect**
5. **Grave Concern/At Risk** this is not a distinct category but is dealt with separately. A child can be at risk from any combination of the four categories.

These different types of abuse require different approaches. A child suffering from physical abuse may be in immediate and serious danger. Action should, therefore, be taken immediately. With other forms of abuse there is a need to ensure that adequate information is gathered. There is also a need to make sure that grounds for suspicion have been adequately investigated and recorded. The need to collate information must be balanced against the need for urgent action. If there are reasonable grounds for suspicion then a decision to monitor the situation should only be taken after consultation. A situation that should cause particular concern is that of a child who fails to thrive without any obvious reason. In such cases a medical investigation will be required to consider the causes. Each of the five categories will now be explored in more detail.

1. Physical Abuse

This involves injury to a child, including deliberate poisoning, where there is definite knowledge or reasonable suspicion, that the injury was inflicted or knowingly not prevented.

Typical signs of Physical Abuse

- **Bruises and abrasions** – especially about the face, head, genitals or other parts of the body where they would not be expected to occur given the age of the child. Some types of bruising are particularly characteristic of non-accidental injury especially when the child's explanation does not match the nature of the injury or where it appears frequently.
- **Slap marks** - these may be visible on the cheeks or buttocks.
- **Twin bruises on either side of the mouth or cheeks** – can be caused by pinching or grabbing sometimes to make the child eat or to stop a child from speaking.
- **Bruising on both sides of the ear** – this is often caused by grabbing a child that is attempting to run away. It is very painful to be held by the ear, as well as humiliating and this is a common injury.
- **Grip marks** on arms or trunk – gripping bruises on the arm or trunk can be associated with shaking a child. Shaking can cause one of the most serious injuries to a child (brain haemorrhage as the brain hits the inside of the skull). Grip marks can also be indicative of sexual abuse.
- **Black eyes** – are most commonly caused by an object such as a fist coming into contact with the eye socket. A heavy bang on the nose however can cause bruising to spread around the eye.

- **Damage to the mouth** – e.g. bruised/cut lips or torn skin where the upper lip joins the mouth.
- **Bite marks**
- **Fractures**
- **Poisoning or other misuse of drugs** – e.g. overdose of sedatives.
- **Burns and/or scalds** – a round, red burn on tender, non-protruding parts like the mouth, inside arms or on the genitals will almost certainly have been deliberately inflicted. Any burns that appear to be cigarette burns should be cause for concern. Some types of scalds known as ‘dipping scalds’ are always cause for concern. An experienced person will notice skin splashes caused when a child accidentally knocks over a cup of hot tea. In contrast a child who has been ‘dipped’ in a hot bath will not have splash marks.

2. Sexual abuse

The involvement of dependent, developmentally immature children and adolescents in sexual activities they do not fully comprehend, to which they are unable to give informed consent or that violate the social taboos of family roles. Typical signs of Sexual Abuse are:

- **A detailed sexual knowledge inappropriate to the age of the child.**
- **Behaviour that is excessively affectionate or sexual to other children or adults.**
- **Attempts to inform** – by making a disclosure about the sexual abuse often begins by the initial sharing of limited information with an adult. It is also characteristic of such children that they have an excessive pre-occupation with secrecy and try to bind the adults to secrecy or confidentiality.
- **A fear of medical examinations**
- **A fear of being alone** – this applies to friends, family, neighbours etc.
- **A sudden loss of appetite, compulsive eating, anorexia nervosa and bulimia nervosa.**
- **Excessive masturbation** is especially worrying when it takes place in public.
- **Promiscuity**
- **Sexual approaches to adults**
- **Urinary tract infections, sexually transmitted disease** are all causes for immediate concern in young children, or in adolescents if his/her partner cannot be identified.
- **Bruising** – to the buttocks, lower abdomen, thighs and genital/rectal areas. Bruises may be confined to grip marks where the child has been held so that the abuse can take place.
- **Discomfort or pain** particularly in the genital/anal areas.
- The drawing of **pornographic or sexually explicit images**

3. Emotional Abuse

The severe adverse effect on the behaviour and emotional development of a child caused by persistent or severe ill treatment or rejection. All abuse involves some emotional ill treatment – this category should be used where it is the main or sole form of the abuse.

4. Physical Neglect

The persistent or severe neglect of a child (for example, by exposing them to any kind of danger, including cold and starvation), which results in serious impairment of the child's health or development, including non-organic failure to thrive. Persistent stomachaches, feeling unwell, and apparent anorexia can be associated with Physical Neglect. However, typical signs of Physical Neglect are:

- Underweight – a child may be frequently hungry or pre-occupied with food or in the habit of stealing food or with the intention of procuring food. There is particular concern where a persistently underweight child gains weight when away from home, when in hospital or on school trips. Some children also lose weight or fail to gain weight during the school holidays when school lunches are not available and this is a cause for concern.
- Inadequately clad – a distinction needs to be made between situations where children are inadequately clad, dirty or smelly because they come from homes where neatness and cleanliness are unimportant and those where the lack of care is preventing the child from thriving.

Physical Neglect is a difficult category because it involves making a judgement about the seriousness of the degree of neglect. Much parenting falls short of the ideal but may not be appropriate to invoke child protection procedure in the case of neglect where the child's development is being adversely affected.

5. Grave Concern/at risk

This is not a separate category of child abuse as such but it covers a number of situations where a child may be at risk. Children whose situations do not currently fit the above categories but where social and medical assessments indicate that they are at significant risk of abuse. Grave concern may be felt where a child shows symptoms of stress and distress (see below) and any of the following circumstances apply:

- There is a known child abuser in the family.
- Another child in the family is known to have been abused.
- The parents are involved with pornographic material to an unusual degree.
- There is an adult in the family with a history of violent behaviour.
- The child is exposed to potential risk or exploitation via the Internet e.g. pornographic material or chat rooms.

The symptoms of Stress and Distress

When a child is suffering from any one or more of the previous four 'categories of abuse', or if the child is 'at risk', he/she will nearly always suffer from/display signs of stress and distress.

An abused child is likely to show signs of stress and distress as listed below:

- A lack of concentration and a fall-off in school performance.
- Aggressive or hostile behaviour
- Moodiness, depression, irritability, listlessness, fearfulness, temper tantrums, short concentration span, acting withdrawn or crying at minor occurrences.
- Difficulties in relationships with peers.

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- Regression to more immature forms of behaviour.
- Self-harming or suicidal behaviour.
- Low self esteem.
- Wariness, insecurity, running away or truancy – children who persistently run away from home may be escaping abuse.
- Disturbed sleep.
- General personality changes such as unacceptable behaviour or severe attention seeking behaviour.
- Sudden change in performance.

Parental Signs of Child Abuse

Particular forms of parental behaviour could raise or reinforce concerns are:

- Implausible explanations of injuries.
- Unwillingness to seek appropriate medical treatment for injuries.
- Injured child kept away from school until injuries have healed without adequate reason.
- A high level of hostility to the child.
- Grossly unrealistic assumptions about child development.
- General dislike of child-like behaviour.
- Inappropriate labelling of child's behaviour as bad or naughty.
- Leaving children unsupervised when they are too young to be left.

Child Protection Cover Sheet

<p>Name of student</p> <hr/>
<p>D.O.B. _____</p>
<p>Date of First Referral _____</p>
<p>Date left school _____</p>

Policy Written	July 2009
Endorsed by	Senior Staff Governors
Policy implemented	September 2009
To be updated	Annually
Last Updated	September 2009
Signed by Chair of Governors	
Date:	