

**RASTRICK
INDEPENDENT SCHOOL**

**SAFEGUARDING
CHILDREN
POLICY**

In compliance with SAFEGUARDING CHILDREN AND SAFER
RECRUITMENT IN EDUCATION.

1994
1998 Reviewed
2000 Reviewed
2003 Updated
2005 Reviewed
2007 Reviewed
2008 Revised
2009 Updated

Safeguarding Children Policy

Available on the School's Website and copies by request.

1 Introduction

This policy upholds the regulations 3.(2)(b) and is in compliance with Safeguarding Children and Safer Recruitment in Education, section 2.22, an independent school's child protection policy. We also uphold the requirement that any deficiencies or weaknesses in child protection arrangements are remedied without delay.

- 1.1 The health, safety and well-being of all our children are of paramount importance to all the adults who work in our school. Our children have the right to protection, regardless of age, gender, race, culture or disability. They have a right to be safe in our school. We recognise our responsibilities and ensure the welfare, protection and safety of every child as a major priority and responsibility. We will ensure the Headmistress reviews annually with the Governing Body the child protection policy and procedures and the efficiency with which the related duties have been discharged.
- 1.2 In our school we respect our children. The atmosphere within our school is one that encourages all children to do their best. We provide opportunities that enable our children to take and make decisions for themselves. We establish and maintain an environment where children feel secure and are able to talk and be listened to.
- 1.3 Our teaching of personal, social and health education and citizenship, as part of the National Curriculum, helps to develop appropriate attitudes in our children and makes them aware of the impact of their decisions on others. We also teach them how to recognise different risks in different situations, and how to behave in response to them.

2 Aims and objectives

- 2.1 This policy ensures that all staff in our school are clear about the actions necessary with regard to a child protection issue. Its aims are:
 - To work in accordance with locally agreed inter-agency procedures.
 - to ensure we practise safe recruitment in checking the suitability of staff (including enhanced CRB checks and compliance with Independent School Standards Regulations).
 - to raise the awareness of all staff and identify responsibility in reporting possible cases of abuse;
 - to ensure effective communication between all staff when dealing with child protection issues;
 - to lay down the correct procedures for those who encounter an issue of child protection.
 - To ensure any deficiencies or weakness in our policy on child protection arrangements are remedied without delay.
 - to take awareness by informing our children and equipping them with the skills needed to keep them safe. We support pupils who have been abused or neglected in accordance with the child protection policy.
 - to sensitively monitor those who have been identified at risk.

3 Procedures

- 3.1** There are named person in our school who are the Child Protection Co-ordinators. This is the Headteacher and she has the day-to-day responsibility. There are named teachers who also have responsibility. They are Mrs D Squire (Main School) and Mrs H Crosland/Miss J Holmes (EYFS).
- 3.2** If any teacher suspects that a child in his/her class may be a victim of abuse, they immediately inform the named person about their concerns. Abuse can be of a sexual, emotional or physical nature. It can also be the result of neglect. It could be abuse, by one or more pupils against another pupil. This needs immediate referral to the Headteacher who would immediately follow the LEA Child Protection guideline.
- 3.3** Any action that the named person takes when dealing with an issue of child protection must be in line with the procedures outlined in the LEA Child Protection guidelines.
- 3.4** The school's named co-ordinator works closely with the Children's Care Services department when investigating any allegations of abuse. All parties involved handle such investigations in a sensitive manner, but the interest of the child is of paramount importance.
- 3.5** If a child alleges abuse, the school usually makes a referral without communicating with parents first. In some circumstances we inform parents first.
- 3.6** If a child protection referral is made, a case conference is held within eight working days of the decision. The case conference offers the opportunity to share information and formulate a plan of action. Staff are expected to attend and participate in all case conferences and meetings held under the LEA guidelines.
- 3.7** We regard all information relating to individual child protection issues as confidential, and we treat this accordingly. We only pass information on to appropriate persons. We inform the child at all stages of who is involved, and what information we have given them. We stress to the child that confidentiality cannot be promised to a child giving evidence.
- 3.8** We would ensure, however, that where a child is on the Child Protection Register leaves the school, their information is transferred to their new school immediately and social worker informed.
- 3.9** We require all adults employed in school to have an enhanced CRB Check in order to ensure that there is no evidence of offences involving children or abuse.
- 3.10** There may be times when adults in our school, in the course of their duty, use physical intervention to restrain children. The Headteacher requires the adult involved in any such incident to report this to him/her immediately, and to record it in the interventions book.
- 3.11** All adults in the school receive regular training to raise their awareness of abuse and their knowledge of agreed local child protection procedures. This training is updated every three years and every two years for designated persons.

4 Monitoring and review

4.1 The Headmistress regularly reviews any incidents detailed in the interventions book.

5. Links with other Policies

Partnership with Parents
Special Education Needs
Behaviour and Discipline Policy
Anti-Bullying Policy
PSHE and Citizenship Policy
Sex and Relationship Policy
Complaints Policy
Drugs Policy
Disclosures Policy
Safe Recruitment Policy

Child Protection Policy

Child Protection is provided by the Children's Care Services Department, which supplies support for families whose children are in need of safeguarding to promote their welfare and upbringing.

All staff members should be aware of the possible indications of abuse or neglect and of the procedure for dealing with suspected cases.

Referrals of child abuse

a) If a child arrives with injuries the staff should:

- Ensure immediate medical attention, if necessary.
- If possible ask the parent/carer how the injuries occurred.
- Explanations, however puzzling, should be accepted and accusations should not be made. Make a written record, including diagrams, of observations and explanations given. Have a witness wherever possible. This recording of information is to ensure that reasonably full and clear information is obtained in order to be able to make an appropriate referral to the Children's Care Services Department if necessary.
- If you suspect that the injuries have been caused by assault or by failure to protect the child you must tell the Headteacher or member of staff in charge. That person will contact, without delay, the Duty Social Worker in the Children's Care Services Office for the district in which the child resides or the Emergency Duty Team out of office hours. The member of staff in charge should also contact the Under Eights Officer if this applies, who will offer support and advice wherever possible. As the school is a registered setting for the EYFS we would inform OFSTED of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere) or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations, as soon as possible, but within the last 14 days.

b) Suspicion of Abuse

If through conversation or other contact with the child you have cause to suspect physical, sexual or emotional abuse or neglect of a child in your care:

- Listen to what the child says. Be comforting and sympathetic. Ensure that the child feels as little responsibility as possible.
- It is particularly important not to make any suggestions to the child regarding how the incident may have happened, therefore do not question the child except to clarify what he/she is saying.

- Write down exactly what the child says, or what actions concern you, and what you have said in response. Sign and date it.
- Do not make assumptions about whom the allegation might concern. If a member of staff may be involved, appropriate steps must be taken to ensure the safety of the child and other children.
- Inform the Headteacher or member of staff in charge of your suspicions and that person will contact without delay the Duty Social Worker in the Children's Care Services Office for the District in which the child lives, or the Emergency Duty team if out of office hours. The member of staff in charge should also contact your Under Eights Officer if relevant who will offer advice and support to you wherever possible, although they will not be responsible for conducting enquiries into the allegation/suspicion.
- Once a child is referred to Children's Care Services they and the Area Child Protection Committee will make an assessment of the child's needs.

Subsequent Action

Following such a referral, enquiries will be undertaken by Children's Care Services and possibly the Police. Staff may be required to provide statements and attend an Initial Child Protection Conference.

Confidentiality

The school has the right to share any information regarding child protection with other childcare professionals. All information will be kept confidential.

Guidance for Staff

Staff must ensure that their behaviour or actions do not place pupils or themselves at risk or harm or of allegations of harm to a pupil (for example, in one-to-one tuition, sports coaching, conveying a pupil by car, engaging in inappropriate electronic communication with a pupil and so on).

Regularity Requirements

The school must report to the Independent Safeguarding Authority (ISA) within one month of learning the school any person (whether employed, contracted, volunteer or student) who services are no longer used because he or she is considered unsuitable to work with children, the PO Box 181, Darlington, DL1 9FA (Tel: 03001231111).

Reference to Child Protection Procedures 69 and 70 is noted and followed of the Regulatory Requirements.

Notification to Ofsted

The specific legal requirements make it clear that registered providers must inform Ofsted, as soon as is reasonably practicable, but at the latest within 14 days, of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises, or elsewhere), or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations. A registered provide who, without reasonable excuse, fails to comply with this requirement, commits an offence.

If a child has been abused

1. They could be too embarrassed to say anything.
2. They could be very small children and not be able to talk and have the words to tell.
3. They may be not sure that they should tell anyone about it.
4. They may be able to talk but not have the right words and be able to make themselves understood.
5. They may be scared of what reactions they will get if they do tell, such as being told they are stupid or that no such thing happens.
6. Some children have disabilities such as learning difficulties or deafness such that they cannot make themselves understood and are not taken seriously.
7. Some young children don't know that it is wrong and so think there is nothing to tell and that it happens to everyone.
8. Young children think they have to do as they are told by adults/parent figures.
9. They may think that if they keep quiet it will all disappear tomorrow.
10. A girl could think that it's bad enough it is happening but if she doesn't say anything then at least in between times she can pretend to forget it happens.
11. You can end up thinking it's not that bad a problem and not as bad as other people's and it's not significant.
12. You could want to tell your mum because she is closest to you but if it's your dad who abused you then you could worry about telling her, because she is married to him and you are not sure where her loyalties lie.
13. You end thinking you are a bad person and that the abuse is your punishment for being bad. This is usually a ploy by the abuser.
14. Because the person who abuses them is a familiar person they can't think who else could be trusted.
15. The abuser has scared them saying that if they do tell, terrible things will happen to them such as going to hell or ending up in a home or the 'bogeyman' coming to get them.
16. The abuser has scared them saying that if they do tell, terrible things will happen to others that the child cares about such as a brother/sister, the mother, a pet etc.
17. The child could feel guilty because they didn't always stop it and so feel it's partly their fault.
18. The child is scared of losing what nice bits of their life they do have such as their life at school or their possessions.
19. The child may feel that their friends will either reject them once they know or feel sorry for them but won't like them for their own sake.
20. The child could be scared that if they tell their mum will hate them.
21. The child could fear having told one person, that that person will tell others who will then talk about the child and treat him/her differently.
22. The child may be scared to tell because they just want to be like everyone else.
23. The child may love the abuser but not like what he is doing and so not want to get him in trouble.
24. The child is trying to do well at school and fears that the consequences of telling will disrupt their schooling so they won't do well.
25. The child may be fearful they have got VD/AIDS from the abuser and not want others to know.
26. The child may fear being made to go to court.
27. The child may have heard about medicals and not want to have one.

28. The child may want to have a relationship with someone else and fear if that person knows it won't be possible or the person won't want to have anything to do with them.
29. The child may feel or be tricked into believing they enjoy the abuse and so not tell as they don't believe they want it to stop.
30. The child doesn't want to be rejected by people that they like.
31. The child could think wrongly that if they tell his/her name might be in the newspapers.

By Julia, aged 17 and Anne Peake (Psychology Service).

**RASTRICK
INDEPENDENT SCHOOL**

**EARLY YEARS
DEPARTMENT**

**SAFEGUARDING
CHILDREN**

1994
1996
1998
2000
2002
2004
2006
2007
2008
2009

THE EARLY YEARS FOUNDATION STAGE DEPARTMENT

PHOENIX HOUSE NURSERY (BIRTH TO 2 YEARS) AND PRE-PREPARATORY DEPARTMENT (2 TO 5 YEARS)

SAFEGUARDING CHILDREN

All Nursery and Pre-Preparatory Department staff are aware of the school's Safeguarding Children Policy with regard to children in their care. Staff have been involved in the writing of this and all have a copy in their respective files. They are also aware of the sensitivity of the issues and the confidentiality involved.

All staff have attended child protection courses plus have been involved in these procedures during their training. The Headmistress is qualified and experienced in dealing with Safeguarding Children matters. The Headmistress is also the named co-ordinator responsible for liaising with external agencies. There are named persons in the Early Years Department for dealing with safeguarding children.

All staff have frequent opportunities to discuss any concerns they may have regarding the children in their care with the Headmistress, either at their individual weekly meeting, their departmental meetings or full staff meetings.

All nursery staff report any concerns they may have to the named Persons – Mrs H Crosland Head of Pre-Preparatory or Miss J Holmes the Nursery Co-ordinator, without delay. They will then immediately refer these concerns to the Headmistress.

All Pre-Preparatory staff report any concerns immediately to the Headmistress.

Arrangements for liaising with the appropriate agencies will be made without delay.

Safeguarding Children

This policy applies to all children within the school including those in the Early Years Foundation Stage.

1. It is the responsibility of all staff to take the appropriate action if they suspect a child has been abused, and has suffered physical injury, physical injury, physical neglect, failed to thrive, or has suffered emotional or sexual abuse.
2. Discuss the case with the designated teacher immediately who will ensure that the child protection procedures are followed.

RASTRICK INDEPENDENT SCHOOL

THE DESIGNATED TEACHERS

Mrs Squire
Mrs Crosland
Miss Holmes
(Covering All School Departments)

Safeguarding Children Policy

At Rastrick we are committed to following the Guidance set out in the Early Years Foundation Stage, Every Child Matters and also the 2007 local safeguarding Children's Board.

We comply with SAFEGUARDING CHILDREN AND SAFER RECRUITMENT IN EDUCATION.

All staff are informed of their legal duty to report information that might indicate that a child is likely to be 'at risk' in that there is something wrong. (see incident book).

The Designated Persons for who work with the Headmistress in taking the lead responsibility for Child Protection are:

Mrs D Squire for KS 1, 2, 3 and 4.

Mrs H Crosland for Pre-Preparatory

Miss J Holmes for the Early Years Foundation Stage

As with all staff in school they have recent training in child protection which is updated every two years.

Job Specifications for a Designated Teacher (Child Protection)
As Outlines by L.E.A

- a) Designated teachers will report to: Headmistress
The designated persons taking the lead for Safeguarding Childcare : Mrs H Crosland and Miss J Holmes (EYDS) and Mrs D Squire (Main School).

NB:Child Protection procedures may require the designated teacher to by-pass normal reporting protocol in exceptional situations.

- b) **Main Contacts:** School staff and staff in other agencies.
- c) **Main Purpose of the job:** To have responsibility, under procedures established by the L.E.A and the area child protection Committee for co-ordinating action within the School and liaison with other Agencies in matters related to Child Protection.

Main Tasks:

Adhere to the Guidelines as set out in Framework for the Early years Foundation Stage. Every Child Matters and the Local Safeguarding Children's Board 2007 Guidelines. The Regulatory Requirements of Independent Schools (March 2007 version).

1. To raise the awareness of all staff in School on Child Protection and in particular the action to be taken in cases of suspected abuse;
2. To support colleagues in their involvement and action in individual cases;
3. To co-ordinate the implementation of school, L.E.A. and Area Child Protection Committee Procedures;
4. To liaise with other agencies on matters relating to Child Protection;
5. To be the "Key Holder" (along with the Headteacher) to child protection files and Case Conference Minutes with the authority to restrict access to such information those working directly with the children concerned;
6. To facilitate, and be involved in, the provision of training for all staff, teaching and non-teaching and Governors on Child Protection;
7. To be involved in the development of curricular responses to Child Protection.
8. Must be prepared to undergo appropriate training as requested.

Skills and Knowledge required:

1. Knowledge of the appropriate use of support services and external agencies.
2. Ability to communicate clearly and concisely both orally and in writing, so as to be understood by a wide cross-section of people.

3. Ability to work in a multi-professional context.
4. Ability to provide counselling and support to both colleagues and pupils.
5. Ability to plan and carry out training activities.

Support for Staff

As part of our Induction Training and continued induction their named mentor will ensure child protection procedures are made clear and training for them arranged. Staff are trained in awareness and on their observation of children, sometimes this may be just an uneasy feeling about changes in behaviour in the playground, toilet or dining room. All staff are trained to be vigilant and speak to the designated persons re possible abuse/neglect. All staff both full-time and part-time require up-dated training every three years in child protection. The designated persons including the Headteacher requires updated training in child protection and inter-agency working every two years.

Procedures for recognising and reporting any incidents is set down clearly – the appropriate section of this policy.

Partnership with Parents

We believe it is essential to work in partnership with parents who can be assured the school will not disclose any personal information about them to other parents, pupils or also members of staff.

Links to other Policies which have a direct link

- SEN Policy
- Complaints Policy
- Behaviour and Discipline Policy
- Drugs Policy
- Sex Education Policy
- PSHE and Citizenship Policy
- Safe Recruitment Policy
- Disclosures Policy

Guidance on Allegation Against School Staff

If an allegation is made the Headmistress will inform Child Protection. If the allegation is against the Headmistress then one of the designated persons must report this. A meeting will be called.

This meeting will be with a Child Protection Officer, Social Worker and the Police and the Headmistress. If the Headmistress is the person named then in then the designated person will take on her role.

The meeting will consider the allegation and arrange the necessary investigations, Staff Disciplinary Procedure would be invoked.

The welfare of the child is paramount and all departments will treat the child accordingly. The school also realised it has a duty of care in respect of their employees.

Once an allegation is being investigated Circular 10/95 will be followed:

This could be:

1. An immediate referral under the Safeguarding Children (Child Protection Procedure)
2. There is a reason to suppose abuse could have occurred and that a referral under internal. disciplinary procedures may be required.
3. That the allegation is apparently without foundation.
4. That the allegation was prompted by inappropriate behaviour, which needs to be considered under the Schools' Disciplinary Procedures.

RASTRICK INDEPENDENT SCHOOL – SAFEGUARDING CHILDREN

STAFF REFERRAL FORM

Please complete and return as soon as possible to the Child Protection Co-ordinator.

Date	Name of Child /Class	Persons Present	Time
<p>Give details of conversation with child/observations of child/ specific concerns. Remember to write in child’s own words wherever possible.</p>			
<p>Referring Staff Name : signature</p> <p>Any other member of staff present : signature</p> <p>IMPORTANT that staff be aware to keep all original notes signed and dated</p>			
Member of staff referred to:			Date:
<i>Indicate as appropriate (√)</i>		Any Relevant Comments:	
First referral			
Additional Referral			
Register Check			
Advice Sought			
External Referral Made			
Staff Notified			

RASTRICK INDEPENDENT SCHOOL

GUIDELINES FOR RECOGNITION OF ABUSE

Categories of Abuse

Child abuse consists of both socially and medically assessed component. It is broken down into categories which become the criteria used to decide on registration.

NEGLECT means failure on the part of a parent or carer to provide adequate food, shelter, clothing, physical protection or medical care sufficient to sustain the life or health of a child and to promote proper development, including non-organic failure to thrive. This includes starvation or grossly unhygienic conditions as well as leaving a dependent child unattended.

PHYSICAL ABUSE means the inflicting of, or failure to prevent, a non-accidental injury to a child by a parent or carer. This includes striking, shaking, swinging, throwing, burning, biting, scalding and poisoning.

SEXUAL ABUSE means the involvement of or collusion by a parent, carer or other member of the family system with a child in sexual activities he or she does not truly comprehend, to which he or she is unable to give informed consent, which violate the social taboos of family roles or which are against the law. This includes actual or attempting fondling, masturbation, penetration, exhibitionism, voyeurism and any involvement in pornographic activity.

EMOTIONAL ABUSE means a socially and/or medically assessed rejection of a child by a parent or carer resulting in a significant impairment of the child's behaviour or development. This includes persistent scapegoating, criticism, bullying, harassment, ridiculing, belittling, frightening or over-protection.

GRAVE CONCERN means there exists POTENTIAL ABUSE arising from socially and/or medically assessed indication that a child is seriously at risk of any or some of the above four categories. This includes children who are in a household with, or regularly visited by, a parent or other person who has already abused a child. It also can include children newly born to parents who have other children on the Register. Registrations under this criterion must specify the relevant category (for example, "potential physical abuse", "potential neglect", etc.)

Physical Indicators

Children growing up will suffer bumps and bruises in the normal pattern of acquiring skills in mind and motor co-ordination. However, there are certain areas and certain types of bruising and injury which should be given careful attention.

The following list is by no means exhaustive nor is it a direct indication that a child has been physically abused. They are meant as indicators that abuse may have occurred unless there is a satisfactory explanation provided.

1. When the child has an unexplained injury.
2. When the child shows evidence of repeated skin injuries.
3. Any bruising on a baby.
4. If the child has suffered any fracture, but particularly a spinal fracture.
5. Bruises and scratches to the face and head.
6. Torn upper fraenum (where the skin joins the upper lip and the gum).
7. Finger tip bruising. Possibly indicating that the child has been forcibly gripped and shaken.
8. Defined bruising to the upper arms and shoulders. Where the child may have been tightly gripped.
9. When the child has areas of hair missing from the head. This is often a result of the parent pulling chunks of hair out whilst in a rage.
10. Bite marks in the shape of human teeth.
11. Marks which appear to look like cigarette burns. This needs careful medical diagnosis and the opinion of an expert.
12. Burn marks which may have been inflicted by a hot solid object i.e. the shape of a heated spoon or knife.
13. Bilateral black eyes.

Many inflicted injuries are not the result of conscious, pre-meditated acts by the carer, but sudden outbursts with no considered intent of harming the child and the delivery of the injury is often a matter of chance. It is not necessary to establish an intent to cause harm to the child to conclude that child abuse has occurred.

Neglect Identification

Neglect is deemed to be an act of omission as opposed to an act of commission where other abuse is concerned.

Indicator of Neglectful Behaviour:

Each indicator should:-

- a) Not be seen in isolation;
- b) Persistent or severe;
- c) Take into account the age and development of a child.

Physical Neglect:

Child:

1. Where a child has been denied sufficient food on a regular basis which would result in that child being very small and underweight.
2. Failure to provide appropriate food for age and health needs i.e. if a child has special dietary needs.
3. Failure to ensure the personal hygiene of a child again in an age appropriate manner.
4. Failure to keep medical appointments. Failure to give medication and vaccination. Failure to seek treatment which included making pre-school children available for medical, development and cognitive assessments when necessary.

The Home:

1. Failure to provide the appropriate safety and protection from harm. Key areas in the home i.e. fires (guard), electrical equipment (dangerous socket switches, lamps etc.), sharp objects, household cleaners, poisons, drugs (in locked cupboards), windows, furniture.
2. Failure to ensure appropriate hygienic conditions in the home i.e. toilet, kitchen, bed etc.
3. Failure to provide adequate warmth in the house including appropriate bedding.
4. Failure to provide appropriate supervision both at home and outside the home.

Emotional Neglect:

1. Failure to ensure that a child attends school regularly and received appropriate education.
2. Failure to encourage children to mix with others.
3. Failure to encourage independence in an age appropriate manner.

4. Failure to provide:
 - a) Praise and encouragement
 - b) Comfort and love
 - c) Proper stimulation
 - d) Continuity of care
 - e) Consistent non-physical punishment
5. Failure to provide parental guidance in terms of social behaviour which at a later date could cause social problems for the child.

Sexual Abuse Identification

1. Please see definitions attached.
2. Indicators of sexual abuse.

A) Behavioural:

- i) Running away from home in all age groups, although more likely to older children. However it must be emphasised that sexually abused children are often model pupils (Browning 1977, Hassol 1978, Briston 1968).
- ii) Sudden changes in behaviour (Hassol 1978), eating habits.
- iii) School problems: Truancy, delinquency, deterioration in performance and extremes of behaviour, either acting out or withdrawal (Briston 1968).
- iv) A strong need for love and affection, sometimes expressed in physical terms – so called seductive behaviour (Gibbens 1963).
- v) Precocious sexual play, either promiscuity or total denial of interest (Forward 1981) i.e. age inappropriate sexual awareness; children who repeatedly become involved in inappropriate sexual play with other children; children who are sexually provocative towards adults.
- vi) Explicit sexual knowledge, greater than would be regarded as age appropriate and expressed in actions, drawing and words (Pizzey 1980).
- vii) Withdrawal and regression (Forward 1981).
- viii) Children who hint at sexual activity in their play, in their work, or at family secrets but who seem afraid of outside intervention.
- ix) Onset of bedwetting that persists into a later school life.
- x) Lack of trust in familiar adults or marked fear of men.
- xi) Nightmares, vivid dreams, especially with a sexual context.
- xii) Social isolation.
- xiii) Disobedience, attention seeking, aggressive behaviour, poor concentration.
- xiv) Inappropriate displays of affection – like lovers instead of parent.
- xv) Reluctance to participate in physical activity, gym, swimming etc.
- xvi) Reluctance/fear of medical examination.
- xvii) Schoolwork an obsession.

- xviii) Phobic, obsessional states.
- xix) Hysteria.
- xx) Anorexia Nervosa.
- xxi) Bulimia.
- xxii) Clinging behaviour.

Physical

- i) Soreness or injury to genital, anal areas and mouth i.e. bruises or scratches.
- ii) Painful urination / cystitis.
- iii) Sexual transmitted diseases.
- iv) Semen or blood on clothing.
- v) Difficulty in walking or sitting.
- vi) Pregnancy.
- vii) Sleep disturbances i.e. nightmares, fear of the dark.
- viii) Loss of appetite.
- ix) Recurrent headaches or abdominal pain – this may be psychosomatic.

Psychopathological:

- i) Self destructive tendencies – suicide attempts, mutilation, hair pulling, Anorexia Nervosa (Anderson 1981)
- ii) Depression, over-anxiety (Anderson 1981)
- iii) Aggressive behaviour including hostility, irritability, defiance of authority figures.

Sibling characteristics where one of the siblings is being abused by a parent (speculatively):

- i) Behaviour difficulties.
- ii) Treating a sibling as a parent.
- iii) Isolating or scapegoating a sibling.
- iv) Intensified sibling rivalry.

It is the combination of the above symptoms which should give rise to concern and not simply the isolated occurrence of one or two symptoms. It should also be recognised that many of the above symptoms may be caused by conditions unrelated to sexual abuse. Care must be taken to exclude the possibility of medical causes for a child presenting with these symptoms.

Sexual Abuse Definitions

Cheryl Kempe 1978:

Sexual abuse:

“The involvement of developmentally immature children and adolescents in sexual activity they do not truly comprehend, to which they are unable to give informed consent, or that violates the social taboos of family roles”.

Suzanna Sgroi 1982:

Child sexual abuse is

“A sexual act imposed on a child who lacks emotional, maturational and cognitive development. The ability to lure a child into a sexual relationship is based upon the all powerful and dominant position of the adult or older perpetrator which is in sharp contrast to the child’s age, dependence and subordinate position. Authority and power enable the perpetrator implicitly or directly to coerce the child.

Ann Bannister, Team Manager, NSPCC 1987:

Sexual abuse:

“Is the involvement of a young person, who has not reached intellectual and emotional maturity, in any kind of sexual activity imposed upon them by any person who is more powerful by reason of age or position of authority.

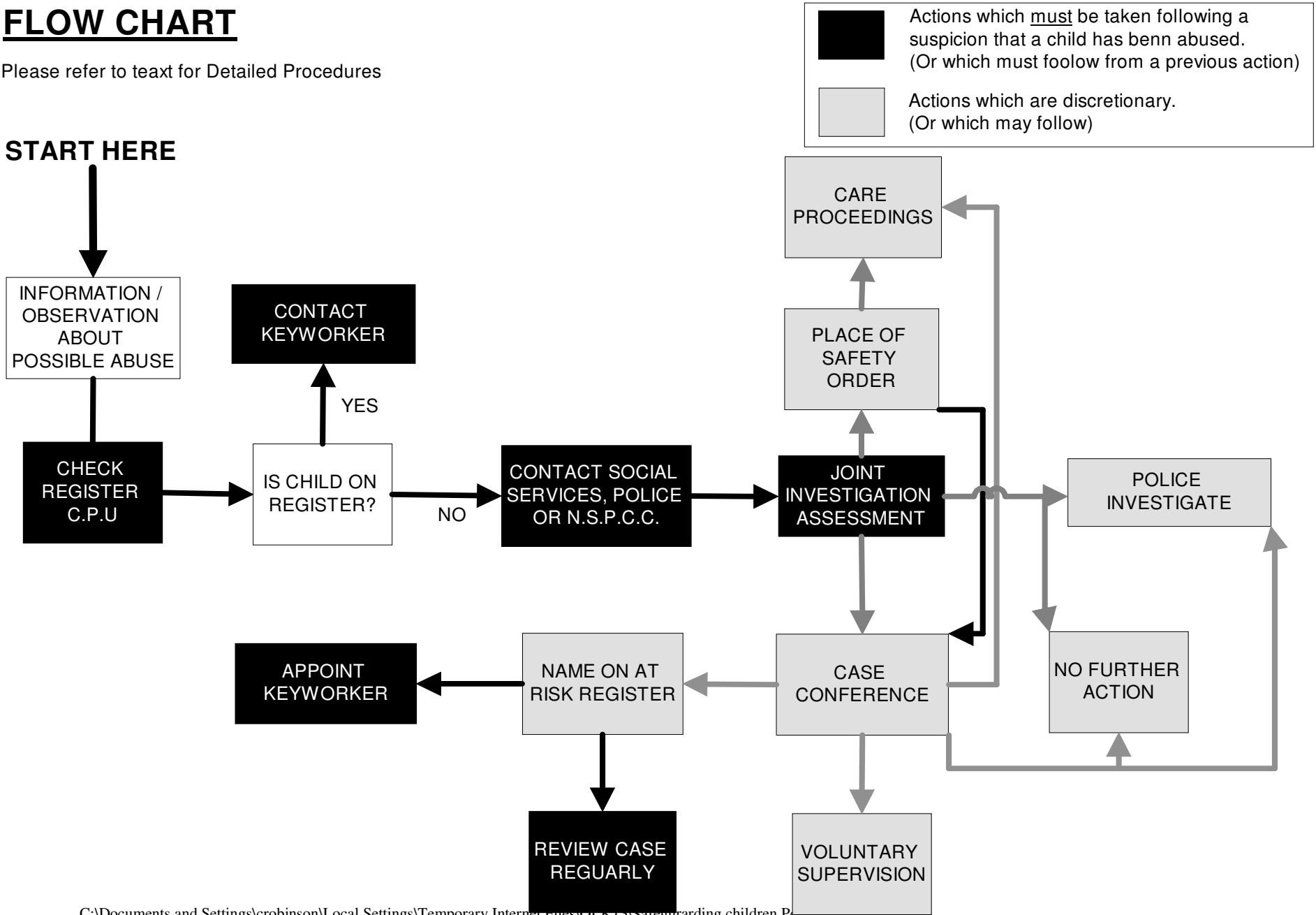
RASTRICK INDEPENDENT SCHOOL

CHILD PROTECTION PROCEDURES

FLOW CHART

Please refer to text for Detailed Procedures

START HERE



There are seven main agencies dealing with children at risk in the Calderdale District

THE CHILDREN'S CARE SERVICES DEPARTMENT has a duty to cause enquiries to be made into the safety and welfare of children. It can obtain powers to remove children at risk and to initiate care proceedings.

THE POLICE have a duty to investigate crime and a general responsibility to protect life. Acts of child abuse frequently amount to criminal assault. The Police have the power to enter premises to save life and limb. They can detain a child in a place of safety without applying to a court. In the Calderdale area there is a Domestic Violence and Child Protection Unit at Ellen Roys, Westgate, Elland, which provides a specialist response.

THE NSPCC is the only voluntary organisation empowered to make enquiries into the welfare of children at risk and to consider initiating care proceedings.

HEALTH PROFESSIONALS diagnose abuse and support and advise the Police and Children's Care Services. They include community doctors, G.P.'s hospital specialists, and police surgeons.

Nursing and Health visiting staff have a preventative and supportive role with children and families and are in a position to identify and monitor concerns.

THE PROBATION SERVICE is directly involved with offenders and their families, including adults convicted of child abuse. It also provides a welfare service for domestic and divorce courts, working with families under stress.

EDUCATIONALISTS include teaching staff, education welfare officers and other school staff are particularly well placed to identify children at risk.

Calderdale Family and Community Services offer a comprehensive preventative and therapeutic service focussing on communities in Calderdale. Staff of this agency have no statutory powers or duties in relation to child protection.

Other agencies with a role to play include relevant voluntary organisations, armed services, housing departments and organisations representing religious and cultural interests.

The community at large has a responsibility for the well being of children. Individuals can assist protection agencies by bringing cases to their attention. They should know that early action on their part is the best way of helping a family stay together as well as protecting a child.

Suspicion of Child Abuse

Procedure

1. Designated teacher contacts Children's Care Services in the area where the family lives – to discover if the child is already on The Child Protection Register.

Children's Care Services should take it from there.

2. If school is not happy at what has/has not happened then contact:-

Mrs Carol Short – Brighthouse 01484 712515 – Child Protection Coordinator.

Website : www.calderdale-scb.org.uk contains details about what to do and who to inform if you are worried a child is being abused. Should urgent advice be needed contact your Initial Response Team on 01422 353279 or in Emergency (out of hours 01422 365101 or Paul Sharkey, Safeguarding Manager on 01422 393498 for guidance.

Children with Behavioural Problems

Write to:- Family and Community Services

c/o St. John's Health Centre
Lightowler Road
Gibbet Street
Halifax
HX1 5NB
01422 341611

Procedure – (Please see Policy)

Service of Education Psychologist

This school has its own Independent Education Psychologist:-

Mrs P Taylor
5 Grosvenor Park
Grosvenor
York
YO30 6BX

We also work closely with the LEA.

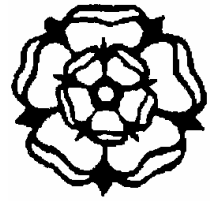
Educational Psychology

Possible contacts:

1. **Company's own Psychologist:** Mrs P Taylor
c/o
Rastrick Independent School
Ogden Lane
Rastrick
Brighouse
Tel: 01484 400344
2. **Child's own G.P.**
3. **Via Dyslexia Unit in Leeds:** Tel: 0113 2429292

Procedure of a full psychological assessment:

- a) Ask for parental permission
- b) Fee payable when going for assessment
- c) Ring Leeds Institute for an appointment
- d) Appointment and questionnaire will be sent to parents



“ONLY THE BEST FOR THE BEST”

INDEPENDENT SCHOOLS

Welfare of the Child

S87 imposes a duty to:

safeguard and promote a child's welfare

Welfare includes:

health
happiness
physical development
intellectual development
emotional development
social development
behavioural development
protection from harm
protection from neglect

Key features for good practice should include:

ensuring that the welfare of the child is at the forefront of thinking;

giving parents views and wishes proper consideration, and involving them where appropriate;

setting out the schools principles in the prospectus; and

ensuring good communication with parents and the local authority.

Pupils need to know:

what is expected of them; and

how arrangements for their care is intended to work.

Schools should ensure equal opportunities and be sensitive to the religious, cultural, racial and linguistic background and beliefs of the child.

Taken from The Children Act 1989 Guidance Regulations Vol. 5 Independent Schools.

Management Responsibilities

To produce:

a statement of the principles on which the school is based, including care and discipline (section 3.1. guidance);

policies and practices regarding school safety (section 3.6. guidance);

a procedure for handling allegations of suspected or identified abuse (section 3.2 guidance); and

a procedure for enabling children to complain (section 3.11 guidance).

Information to be available to all pupils, parents, staff and relevant authorities.

Staff should:

undergo appropriate checks (para 3.3 guidance)

have the necessary professional skills;

understand the schools principles and procedures;

receive planned and quality induction;

receive appropriate training;

be adequately supervised;

be properly deployed; and

be aware of the indications of child abuse, and the procedures for dealing with suspected and actual cases;

Nominated member of staff should be appointed by each school to liaise with the local authority and ensure child protection procedures are understood by staff within the school. (section 3.2 guidance).

Taken from The Children Act 1989 Guidance Regulations Vol. 5 Independent Schools.

Relationships between staff and pupils

- a) The quality of relationships between boarders and staff. There needs to be a mutual respect and understanding between boarders and staff;
- b) The quality of relationships and need for mutual respect between boarders is equally important. Where senior pupils have a degree of authority over others, it must be clear that there is no exploitation of one pupils by another;
- c) Having sufficient staff on duty during evenings, weekends and other “out of class” times to permit the necessary contact between boarders and staff in order to allow good relations to develop;
- d) The nature and quality of the environment and the nature of the space available to boarders. Crowding in dormitories, lack of withdrawal space, poor state of furnishing and squalid sanitary and other provision can lead to friction, poor behaviour and even vandalism;
- e) The levels of responsibility and participation in decision-making offered to boarders in respect of their living space, activities and everyday organisation; how senior pupils are used to assist staff in maintaining discipline;
- f) The organisation of the boarders’ day and the extent to which there is a proper balance between controlled and free time available to boarders and
- g) The nature of the population of boarders themselves, for example:
 - i) whether it is single-sex or mixed boarding
 - ii) the ethnic and cultural mix of the house
 - iii) the age range and balance between age groups
 - iv) the presence of children with emotional and/or behavioural problems.

Taken from The Children Act 1989 Guidance Regulations Vol. 5 Independent Schools.

School also need to:

appoint a School Medical Officer;

promote contact between children and their parents, relatives and visitors – providing private facilities;

be aware of requirements re. restriction of a child's liberty (section 3.10 guidance);

keep records about the welfare and development of children including decisions and actions;

ensure regular fire practice drills and alarm tests (inc at night); and

provide accommodation which meets the requirements detailed on pages 8&9 of the guidance – section 3.4.

Taken from The Children Act 1989 Guidance Regulations Vol. 5 Independent Schools.

**RASTRICK PREPARATORY
AND NURSERY SCHOOL**

**SUPPORT FOR STAFF
INSERTS BY
CALDERDALE AREA
CHILD PROTECTION
COMMITTEE**

**DISSEMINATED AT STAFF
MEETING**

9th April 2003 - ALL STAFF PRESENT

RASTRICK INDEPENDENT SCHOOL

CHILD'S PROTECTION

A GUIDANCE FOR CHILDREN

HOW TO COMPLAIN ABOUT SOMETHING YOU ARE WORRIED ABOUT

RASTRICK INDEPENDENT SCHOOL

A Guidance for Children

How To Complain About Something You Are Worried About



RASTRICK INDEPENDENT SCHOOL

COMPLAINTS PROCEDURE

Worries and Complaints:

This leaflet is for your use. Read it and keep it safely. It explains what you can do if you feel worried about something and what you may do if you wish to complain about how you are, or have been treated. If you misplace it and think there is something you need to complain about you can get another one from the Secretary or the Headmistress. If you don't understand anything in this leaflet get a member of staff, or a friend or an older friend to explain it to you.

There are two things to remember:

1. you may wish just to talk to someone or
2. you may wish to make a complaint

Either way this leaflet will assist you to decide what to do.

What do I do if I just want to talk to someone?

Remember you have close friends who may be able to help, or an older boy or girl to whom you may feel you can turn. Your Headmistress is always ready to help or any other member of staff you know and to whom you feel you can comfortably talk.

There may be times when you feel you cannot talk with a member of staff - this is perfectly all right and natural. Talk, telephone or write to any of the following:

- Your parents
- The school doctor, Dr Wilkinson - Tele: 710853
- Lady Thompson - Tele: 01422 202920
- Child Line - Tele: 0800 1111
- Children's Legal Centre - Tele: 071 359 6251

What happens if I want to complain about something?

Sometimes you may feel that you would like to complain about something that is worrying you. This might be about how you are being treated. The first thing you should do is speak to any member of staff you trust (e.g. your Headmistress); you can take a friend with you if you wish - another pupil, an older pupil or another member of staff.

*It is particularly important for you to realise that if you are in trouble over something you can have a friend with you when you are talking with your Headmistress.

If the matter cannot be easily settled to your satisfaction then you can make a formal complaint. You will need to do this by:

1. Writing to your Headmistress, or telling your Headmistress that you wish to make a formal complaint, then
2. She will write the complaint in the complaints book held by the Headmistress', then
3. You will get a note from the Headmistress saying that she has seen the complaint and that it is being attended to within two school days of your making the complaint.
4. You will then be asked to talk the matter through with the Headmistress and you can have a friend with you, who may be another pupil, a senior pupil or any member of staff. If, within two more days, you have not had the matter satisfactorily sorted out you may contact any of the people whose names are listed above with their telephone numbers. Their addresses appear at the end of this leaflet.
YOU DO NOT HAVE TO INFORM STAFF OR ANYONE ELSE THAT YOU ARE COMPLAINING ABOUT THEM.
5. Whoever you contact will speak to you at school - again you can have a friend with you - and will advise you about what course seems sensible. At that stage it will be up to you to make a decision acting on his (her) advice.

Things that might make you unhappy or upset:

- You feel you have been treated unfairly or verbally abused by a member of staff in school or in class.
- You feel that a punishment is unjust or in some way not right.
- A house captain or senior has treated you unkindly.
- You are being bullied.
- You find it difficult to make friends.
- You think you are being discriminated against because of your colour, or because you are male/female.
- You feel that no one understands the difficulties you are having with some of your work.
- Someone has hurt you or abused you or has made suggestions you think are not right.
- You feel the food you get is not as good as it should be.
- Someone is making fun of you.
- You feel that there isn't enough respect for your privacy.
- Someone has taken something of yours and has not returned it.
- You think you are being badly taught and you are not getting a fair deal.
- **OR ANYTHING ELSE YOU THINK IS WRONG**

HOW TO COMPLAIN:-

Sometimes you may wish to complaint about something that is worrying you. This might be about how you are being treated.

- First

Talk to any member of staff you trust. If you like, take a friend or another member of staff with you.

- Second

If you are still unhappy, ask a teacher to write the complaint in the complaints book.

- Then ...

You will get a note from Mrs Vaughey saying that she has seen the complaint and she will deal with the complaint within two days.

- Then ...

You will be asked to go and talk to Mrs Vaughey about the complaint. You can take a friend or member of staff with you.

- And ...

If the matter is not sorted out after two days, take to any of the people with stars by their names.

Listen to what the person says. They will say what they think will be the most sensible thing to do. Then it is up to you to decide what to do.

DON'T BE AFRAID TO COMPLAIN

We want everyone to be happy but

Sometimes you may be unhappy

Sometimes things may not be right

IT'S YOUR RIGHT TO COMPLAIN

THINGS THAT MIGHT UPSET YOU:-

You think a teacher has been unfair or unkind to you.

You think a punishment is not fair.

An older pupil has been unkind to you.

You are being bullied.

You find it hard to make friends.

Someone is calling you names.

You do not understand your work.

Someone has harmed you.

Someone has asked you to do something you don't want to do.

You don't like the food.

Someone is making fun of you.

Someone has taken something of yours.

Your teacher is not helping you enough.

Or **anything else** you think is wrong.

WHAT TO DO IF YOU ARE WORRIED:-

- (a) It might help just to talk to someone
- Or
- (b) You may wish to complain.

WHO YOU CAN TALK TO:-

- * Your friends
- * An older pupil
- * Any member of staff

Often a problem can be sorted out just by talking to someone.

Sometimes you may not want to talk to a member of staff.
This is fine.

Remember to complain if things are wrong.

Complaining gets things sorted out.

However, if things are great, it's nice to say thank you.

You can talk, telephone or write to any of these:-

- Your parents
- The school doctor - Dr Wilkinson
- Lady Thompson - Governor
- Child Line

Addresses and Telephone Numbers of People Outside School
You May Wish To Contact:

- Dr Wilkinson
Rastrick Surgery
Crowtrees Lane
Rastrick
Brighouse
Tele: 01484 710853
- Lady Thompson
Moravian House
Lightcliffe
Halifax HX3 8AL
Tele: 01422 202920
- Child Line
Tele: 0800 1111
- Children's Legal Centre
Tele: 071 359 6251
or
- Your own Doctor