



SCHOOL POLICY DOCUMENT

CHILD PROTECTION (SAFEGUARDING) POLICY

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1.0 Safeguarding policy statement

1.1 As a provider of services, it is the responsibility of Select English to ensure that it, both as an organisation and the individuals within the organisation, takes all reasonable steps to protect children and young people from harm, discrimination or degrading treatment and to uphold their rights.

1.2 In producing this policy, Select English recognises that it has both a moral and legal obligation to ensure that all young people in their care are safeguarded against all forms of harm and that all staff have a legal requirement to report all concerns and allegations of risk of harm to students.

1.3 The school aims to establish and maintain an ethos where young people feel secure and are encouraged to talk and are listened to.

1.4 The school will ensure that there are adults in the school whom they can approach if they are worried or in difficulty.

2.0 Staff responsibilities

2.1 Designated Child Protection Officers are Kate O'Toole, David McEwan-Cox, Hanna Claydon and Sarah Tennant. All have completed their training with Young Lives and will provide training for new staff. The DCPOs will take part in training updates every 2 years.

2.2 The role played by teachers in the disclosure of child abuse can be vital. It is important to realise that a disclosure could be made to any teacher at any time, and indeed is unlikely to be made to the designated member of staff. Contact the named member of staff (see above) immediately if there is a suspicion of child abuse. The School will therefore ensure

that all staff understand their responsibilities in being alert to the signs of abuse and bringing any concerns to the attention of the Safeguarding Officers.

2.3 The School will ensure that as far as is reasonably practical, staff, volunteers and contractors undertaking work on behalf of Select English will be carefully vetted by the Criminal Records Bureau and trained or supervised, to abide by the Select English Child Protection (Safeguarding) Policy and procedures for safer recruitment.

2.4 The School will respond swiftly and appropriately to all suspicions and allegations of abuse, and will provide parents and students with the opportunity to voice any concerns they have.

2.5 The School will ensure that access to confidential information is restricted to the appropriate staff and external authorities.

2.6 Where concerns are serious, the DCPO will contact local agencies within 24 hours. In the first instance, he/she will contact the Local Authority Designated Officer at Cambridge City Council. The DCPO will maintain links with local agencies, including the Area Child Protection Committee and Social Services, and work within the guidelines of the local authority.

3.0 Principles

3.1 The content and substance of this document is based on the following key principles:

- The welfare of students/children is the primary concern
- All students, whatever their age, culture, disability, gender, language, racial origin, religious belief and/or sexual identity, have the right to protection from abuse, neglect, exploitation and discrimination.
- The compliance with relevant statutory obligations.

4.0 Recruitment and employment

See separate recruitment and employment policy.

5.0 Recognising abuse

5.1 Introduction

All staff have a duty to discuss any concerns they may have about the welfare of a person immediately with one of the Safeguarding Officers or another senior member of staff.

Child abuse may fall into any one of the following categories:-

Neglect: persistent neglect of a child by exposure to any kind of danger, including cold and starvation. Children of families where there are problems of drug and alcohol abuse may be at risk and could be registered under this category.

Physical Abuse: a punishment which leaves a child bruised, cut or injured is physical abuse, regardless of cultural differences in attitudes to punishment.

Sexual Abuse: inappropriate sexual activity includes showing pornographic videos or magazines or inviting a child to watch adult sexual activity. Sexual abuse does not always come from adults; increasingly there are cases of teenagers still at school abusing younger children.

Emotional Abuse: perhaps the most difficult to detect; nonetheless just as destructive to a child. Emotional abuse is the constant, deliberate undermining of a child's self esteem. To be told often by those she/he trusts that she/he is worthless/stupid/unlovable eventually convinces a child that this is indeed the case. (Criterion rarely used by itself because difficult to prove but often there are other criteria).

Grave Concern: children whose situations do not currently fit the above categories but where social and medical assessments indicate they are at significant risk of abuse. This could include a situation where another child in the household has been harmed or the household contains an abuser.

We do not have to wait until abuse has actually happened before registering a grave concern.

5.2 Behaviour signs in an abused secondary child

It might be difficult, challenging behaviour which disrupts the class and seems designed not to elicit help or sympathy of any kind. Behaviour like this is not necessarily a signal from an abused child but it might be. Typical patterns of behaviour exhibited by abused children include:-

- very aggressive behaviour to other pupils
- persistent bullying
- running away
- persistent sexually provocative speech or behaviour
- consistent attention-seeking, usually by direct and unreasonable challenges to authority
- frequent absences
- self-injury, particularly cuts on the arms and legs
- withdrawn, moody behaviour and a wariness of any talk about home
- petty theft and arson offences
- undernourished appearance, inadequate clothing
- panic attacks, fainting, headaches or stomach aches
- stealing/telling lies
- writing/drawing sexually explicit stories/pictures
- very low self-esteem, lack of confidence.

It is important to emphasise again that these patterns of behaviour do not necessarily mean that the child is being abused.

5.3 How will a Child Make a Disclosure?

A pupil will want to "test the water" before telling. She/he might do this by "hanging around" you, asking trivial questions about work, helping to put things away, etc. Be aware that any casual conversation could be an opener to disclosure. It is important to take what is said seriously and not be dismissive.

The "test" might be a totally outrageous tale, perhaps something that happened "to a friend". Some children know that what has happened to them will be difficult to believe (particularly with sexual abuse) and they will try out something else that is "outrageous" to gauge the likely reaction.

A measured response to an impossible tale or a "has anything like that ever happened to you before?" will signal to the child that you are prepared to believe the improbable: a dismissive or amused response may close the door on disclosure.

5.4 How to receive a disclosure

The child has chosen you to disclose to because they regard you as a friend, someone who can be trusted and will take them seriously.

- Be attentive, calm, reassuring and non-judgemental. Avoid condemning the alleged abuser.
- Do not make any promises you are not certain you can keep.
- Do not make assumptions about the child's feelings.
- Never promise to keep the abuse a secret.
- Tell the child it has happened to other children. Tell the child what will happen next.

Do not question the child

Explain that she/he will have to tell what has happened to someone else. And finally, do not feel you have to do something; just sit and listen.

5.5 Code of Practice - Racial Harassment

The School recognises that "racial harassment" is a broad and emotive term, which can be used to cover a wide range of incidents, from serious physical assault to graffiti. Even apparently trivial incidents of abuse and name-calling need to be taken seriously for, when

repeated over time, they too can create an atmosphere of racial harassment and intimidation.

The School accepts its twin obligations to:-

- eliminate racial discrimination
- promote equality and good relations between persons of different racial groups.

For the purposes of this policy statement, the School defines racial harassment as:-

- any incident which includes an allegation of racial harassment made by any person. This includes allegations made after the event by other persons, such as parents to local community groups.
- any incident which appears to a member of staff to involve an element of racial harassment.

5.6 Dealing with incidents of racial harassment

Incidents of racial harassment are traumatic for individual students. Staff should therefore bear in mind the following principles:-

Listen

- remember that the victim is a person and not an object of concern;
- remain calm and reassuring;
- indicate that you are glad the victim has informed you; accept the victim's language and terminology.

Believe

- remember that the decision to confide in a member of staff can take considerable courage. The expression of disbelief adds to the existing trauma.

Acknowledge

Staff should:-

- acknowledge the victim's feelings;
- confirm that they are right to make the disclosure;
- show that you understand the difficulty in discussing such matters;
- reassure the victim while explaining the need to take the matter further.

Report

- Members of staff must indicate to the student that they cannot keep this information to themselves, that they wish to stop the harassment and that others must know about it.

5.6.1 Categories of incidents of racial harassment are:-

- derogatory name-calling, insults and racist jokes
- verbal abuse and threats
- physical assault against a person or group because of colour, religion and/or ethnicity

- ridicule of an individual for cultural and religious difference
- refusal to co-operate with other people because of their ethnic origins or religion
- racist comments on the course of discussion in lessons
- racist graffiti
- incitement of others to behave in a racist way
- provocative behaviour such as wearing racist badges or insignia
- bringing racist materials such as leaflets, comics or magazines into the college
- attempts to recruit other students to racist organisations and groups.

5.6.2 Preventive measures

The School undertakes, through its curriculum and ethos, to provide all students with an education which increases their inter-racial understanding, develops mutual respect, challenges native racist images and encourages positive images of all communities.

5.6.3 Dealing with incidents of racial harassment

- any incident or suspected incident of racial harassment should be promptly reported to the Director of Studies or another senior member of staff. Any visible evidence of this harassment (graffiti, racist literature, badges, pictures, etc) should be immediately removed or confiscated.
- parents/guardians of the perpetrator will be informed.
- appropriate disciplinary action will be taken. A short exclusion may be a suitable way of expressing concern, allowing a cooling off period and providing an opportunity for liaison with parents. A permanent exclusion may be considered.
- the victim(s) will receive reassurance, support and counselling.
- all reported incidents of racial harassment will be recorded.
- all necessary action will be taken to prevent a reoccurrence of the incident, including the monitoring of behaviour and the provision of advice and counselling for the perpetrator(s).
- the victim(s) and parents/guardians will be informed of the outcome of investigations and of the measures taken.

5.7 Code of Practice - Bullying

The School accepts that it is the basic entitlement of all students to receive an education free from humiliation, oppression and abuse. The School also recognises its responsibility to

create a secure and safe environment for all students in its care so that parents may send their children to school in the confident knowledge that they will be protected from all forms of bullying.

Bullying may be defined as the wilful, conscious desire to hurt, threaten or frighten someone. It can involve physical or verbal attacks, name calling, malicious gossip, damaging or stealing the property of the victim or coercing the victim into acts which she/he does not wish to do. Physical assault in varying degrees of severity is distressing but verbal abuse is also painful.

5.7.1 Identifying and dealing with bullying

Teachers should watch for early signs of distress in students - deterioration of work, spurious illness, isolation, the desire to remain with adults, erratic attendance. Whilst this behaviour may be symptomatic of other problems, it may be the early signs of bullying.

If a student or parent reports a case of bullying to you:

- listen carefully and record all incidents
- offer the victim immediate support and help by putting the school's procedures into action.

Teachers can help by intervening, even if they only suspect that someone is being bullied. For example, a bullied child might be paired with a more popular child or group of children so that they are helped to become part of the group. Gangs of bullies can be split up. Group work aimed at encouraging interdependency should be encouraged. Areas in which a victim is successful can be built on to increase self-confidence.

5.7.2 Preventative measures

The School aims to create a co-operative ethos through its pastoral structure, teaching methods and inter-personal relationships. The School endeavours to provide adequate supervision of classrooms and other areas of the school accessible to students, at all times of the school day. In addition, the school Hall of Residences are supervised at all times of the day and night.

5.7.3 Referral system and procedure

- isolated incidents of bullying or suspicions of bullying may be dealt with by the teacher/tutor. However, in such cases a written report of the incident/suspicion should be sent to the Director of Studies.
- instances of persistent or widespread bullying should be referred to the Director of Studies.

The Director of Studies will:-

- interview all students (victims and perpetrators) involved in the alleged bullying

- decide on appropriate disciplinary action which might include punishment of the perpetrators, but also advice on counselling to prevent any repetition of such behaviour. Constant monitoring of the situation will be necessary.
- provide the victim(s) with support and reassurance.
- arrange an interview or write a letter to make the unacceptable nature of the behaviour and the consequences of any repetition, clear to the bully and his/her parents.
- inform the victim(s) and parents/guardians of the outcome of the investigations and of the measures taken.
- keep a full written record of the incident, investigations and outcome.
- inform and involve external agencies (including the police), in cases where the perpetrators are not members of the college.

5.8 Cause for concern- academic

If you are concerned about a student's progress, please complete this form and hand it to the Director of Studies.

Staff member:
Student:
Date:
Reason for concern: (* Please give as much information as clearly as possible)
Source of information: (*e.g. own observation, information from another student, teacher or staff member)
Action taken: (*to be completed by the Director of Studies)
Date:

5.9 Cause for concern - welfare

Use this form to record any concern about a student's welfare and give to the Director of Studies.

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

Student's full name:	Your name and position:
Why are you concerned about this student?	Have you spoken to the student? Yes / No What did he/she say? Please use the student's own words.
What have you observed and when?	
What have you heard and when?	
What have you been told and when?	
Have you spoken to anyone else about your concerns? Yes / No If yes, who have you spoken to?	Is this the first time you have been concerned about this student?
Date and time you handed this form to the designated person:	Action taken: (to be completed by the Director of Studies)

5.10 Child Protection Record of Concern

If you suspect a student may be suffering abuse or neglect, or you have received a disclosure of abuse from a student or you have heard about an allegation of abuse, you must complete the child protection record of concern form with as much detail as possible, and hand it to the designated person today. The Designated Child Protection Officers for Select English are Kate O'Toole, Hanna Claydon, Sarah Tennant and David McEwan Cox.

Student's details	
Full name:	Date of birth:
Address in the UK:	Gender:
Telephone:	Ethnicity and culture:
Start date at the school:	Religion:
Does the student have any disabilities or special educational needs? Please specify	
Preferred language of student:	Is there any type of language support needed to talk with the student?
Does the student know this form has been completed? If yes, what did he/she say? If no, why not?	
Why are you concerned about this student? Please provide a description of any incidents/conversations and the dates they occurred. You must make clear what is fact and what is opinion or hearsay. You must not ask the student leading questions or try to investigate the concern yourself.	

What have you been told and when?

This may be third-party information that is relevant but as yet unsubstantiated.

If an allegation of abuse has been made, give any details you have about the abuser:

Does the student have any visible injury, or have they told you they have been injured?:

If yes, has medical advice been sought?:

Has any action already been taken in relation to this concern? (e.g. student taken out of class, first aid)

Details of those with parental responsibility

Name:

Telephone:

Address:

Relationship to student:

Ethnicity, culture and religion (if known):

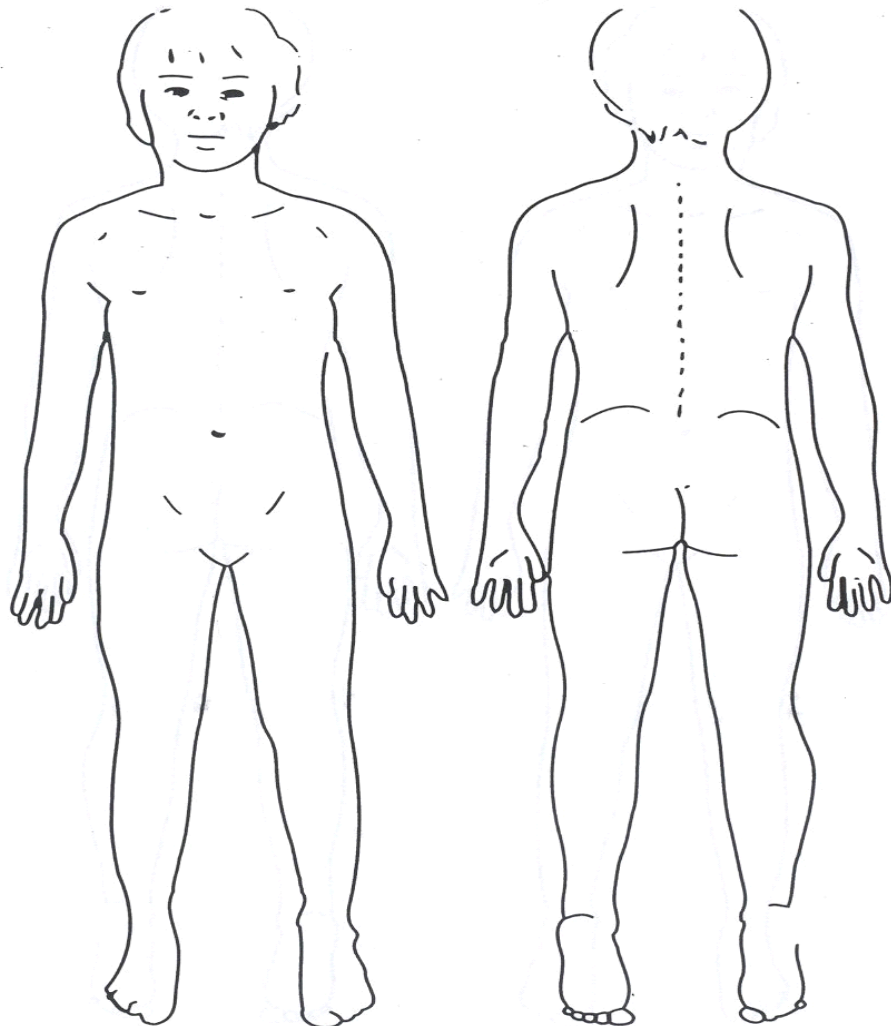
Preferred language:

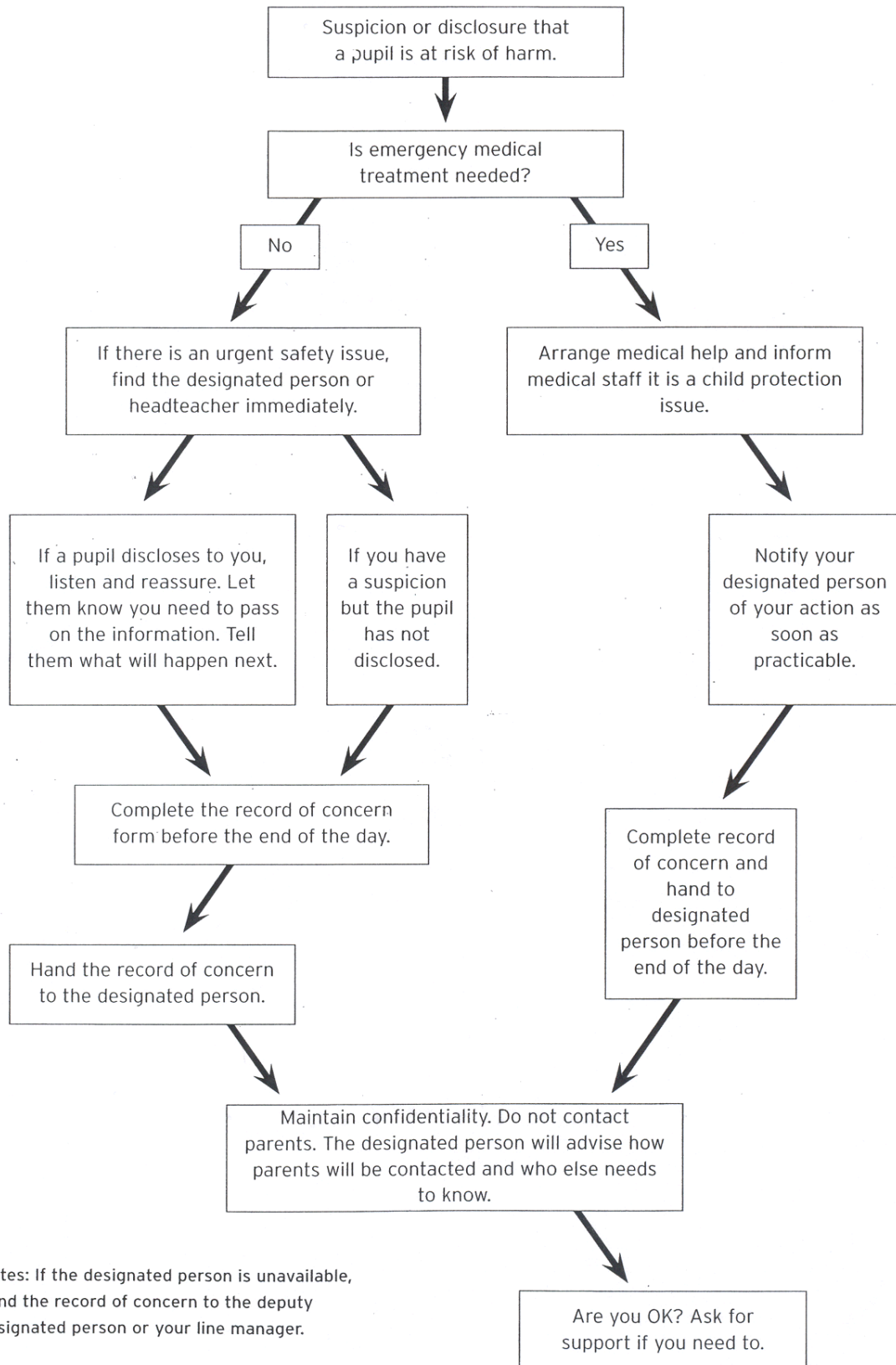
Do those with parental responsibility have any disabilities or special needs?:

Is any type of language support needed?:

Details of any siblings:	Has a Common Assessment Framework (CAF) been completed for this student?:
<p>Do those with parental responsibility know this form has been completed?: If not, why not?</p> <p>If yes, what did they say?</p> <p>NOTE: those with parental responsibility should not be contacted by anyone in the school if this could place the student at risk. Speak to the designated person first.</p>	Please give date and reason for the CAF:
Your details	
Full name:	Name and position of the person this record was handed to:
Position:	Date and time the above person received this record:
If this record has been handed to anyone other than the designated person, please explain why:	

Body map





Notes: If the designated person is unavailable, hand the record of concern to the deputy designated person or your line manager.

Do not wait for 'evidence'. You do not need proof of your concern. Do not try to investigate.

6.0 Important phone numbers

- Children's Team, Cambridge City Council: telephone 0345 045 5203 from 8 am to 8 pm Monday to Friday
- outside these hours telephone the Emergency Duty Team 01733 234724
- Cambridgeshire Direct Contact Centre: 0345 045 0180
E-mail: referralcentre.children@cambridgeshire.gov.uk
- Lynda Davies (LADO Cambs): 01223 727968
- Cambridgeshire Police - see their website for local office numbers or call 999
- National Society for the Prevention of Cruelty to Children (NSPCC) 0808 800 5000
- Cambridgeshire Local Safeguarding Board 01480 373522:
<http://www.cambslscb.org.uk/index.html>