

CARDIFF HIGH SCHOOL



# Child Protection

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## Policy 4.3

# **CARDIFF HIGH SCHOOL**

## **CHILD PROTECTION POLICY**

### **Introduction**

The governors and staff of our school recognise our statutory duty to safeguard and promote the welfare of children and young people. The Child Protection Policy has been developed in accordance with the principles established by the Children Act 1989 and the All Wales Child Protection Procedures. It aims to provide clear direction to staff and others about expected codes of behaviour in dealing with child protection issues. We expect all staff, including volunteers, to play a full and active part in protecting our pupils from harm.

All staff and governors believe that our school should provide a caring, positive, safe and stimulating environment, which promotes the social, physical and moral development of the individual child.

### **Aims**

- To support the child's development in ways that will foster security, confidence and independence
- To create an ethos within the school which helps children to feel secure and able to talk freely, in the knowledge that they will be listened to and their concerns taken seriously
- To raise the awareness of both teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse
- To provide a systematic means of monitoring children known or thought to be at risk of harm
- To emphasise the need for good levels of communication between all members of staff
- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse
- To develop and promote effective working relationships with other agencies, especially the Police and Children's Services
- To ensure that all adults within school, who have access to children, have been checked as to their suitability

### **Framework**

Schools do not operate in isolation. Child protection is the responsibility of all adults and especially those working with children. Cardiff High School aims to protect the children in its care by working consistently and appropriately with child protection agencies.

## **Roles and responsibilities**

All adults working with or on behalf of children have a responsibility to protect children. Within Cardiff High School, the following individuals have specific responsibilities:

### **Designated Teacher for Child Protection**

Schools are required to have a senior member of staff with leadership responsibility for safeguarding arrangements (“Designated Person”). The Designated Person for Cardiff High School is **Mrs Allison Yarrow** (Deputy Headteacher).

The main responsibilities of the Designated Person are:

- To be the first point of contact for parents, students, teaching and support staff, external agencies and any other in all matters of child protection
- To act as a source of advice and support within our school
- To ensure all staff are aware of the need to be alert to signs of abuse and know how to respond to a student who may tell of abuse
- To co-ordinate the child protection procedures in the school
- To ensure that Cardiff High School provides an on-going training programme for all employees
- To monitor the keeping, confidentiality and storage of records in relation to child protection
- To ensure that all students are encouraged to talk and that students know who to approach with any concerns
- To ensure that the duty of care towards students and staff is promoted by raising awareness of illegal, unsafe and unwise behaviour and to assist staff to monitor their own standards and practice

The Designated Person will:

- Advise and act upon all suspicion, belief and evidence of abuse reported
- Keep the Headteacher informed of all actions unless the Headteacher is the subject of a complaint
- Liaise with appropriate agencies on behalf of the school
- Disseminate child protection information gained from training and other sources to all staff in our school and ensure that newly appointed staff and temporary staff are aware of their child protection responsibilities

If the Designated Person is unavailable or is the subject of a complaint, her duties will be carried out by **Mr Simon Thompson** (Deputy Headteacher) or **Mr David Rhodes** (Senior Leader for Wellbeing and Achievement)

## **Nominated Governor for Child Protection**

The nominated governor is **Mrs N. Matthewson**. The nominated governor's role is to ensure:

- That the school has a child protection policy in place
- That the policy is reviewed in order to ensure its effectiveness
- That designated and other staff have the opportunity to attend appropriate training
- That parents are aware of our child protection responsibilities

## **Action to be taken by our school**

The action the school takes to safeguard children is in line with the All Wales Child Protection Procedures.

All staff need to have an awareness of the indicators of abuse and know how to respond to a pupil who discloses abuse. **It is not the role of school staff to investigate.** This role lies jointly with Children's Services and the Police. However, staff should inform the Designated Person of:

- Any concerns that a child or young person is suffering or is likely to be suffering some form of abuse
- Any allegations of abuse against staff
- Any disclosures of abuse

## **Referral**

The school uses the LA official referral forms and all verbal referrals to Children's Services are followed up in writing within **one working day**. Hard and electronic copies of these forms are kept by the designated Child Protection Officer.

**Any pupil on the Child Protection Register who is absent without explanation for two days will be referred to Children's Services.**

## **Confidentiality**

Staff cannot keep confidential a disclosure of abuse and must refer the matter on to the designated teacher.

All referrals should be made with the knowledge that during any subsequent investigation, the source (i.e. the school) will be made known to the family.

Other staff may need to be alerted to concerns about a child or young person, possibly in order to monitor the concern or to gather further evidence prior to a referral being made, or to assist in providing appropriate support to a child or young person once a referral has been made. *Information should only be shared on a strict need to know basis.*

## **Record Keeping**

The Designated Person will ensure that:

- A chronological record of concerns about a child is maintained if there is no need to make an immediate referral
- All such records are kept confidentially and securely and are separate from pupil records
- Copies of child protection referrals and child protection conference minutes are kept confidentially and securely and separate from pupil records
- Where a child, whose name appears on the Child Protection Register transfers to another school, the child's records, including information about registration is transferred without delay

## **Supporting Children**

The school recognises that a child who is abused or witnesses abuse may find it difficult to develop and maintain a sense of self-worth and may feel helpless and humiliated.

The school will support all pupils by:

- Encouraging self-esteem and self-assertiveness
- Promoting a caring, safe and positive environment
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children
- Providing continuous support to a pupil about whom there have been concerns who leaves our school by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school

## **Supporting Staff**

The school recognises that staff who have become involved with a child who has suffered, or is at risk of suffering harm, may find the situation stressful and upsetting. The school will support such staff by providing the opportunity to talk through their anxieties with the Designated Person and to seek further support as appropriate.

## **Allegations against staff**

The school understands that a pupil may make an allegation against a member of our staff and if such an allegation is made, the member of staff receiving the allegation will immediately inform the head teacher.

The Headteacher on **all** such occasions will discuss the content of the allegation with the Child Protection Officer unless she is the subject of an allegation. Any allegations against the Headteacher should be reported to the designated teacher. Our school will follow the LA procedures for managing allegations against staff, a copy of which will be readily available in the school.

## **Whistle-blowing**

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues.

### **Prevention**

We recognise the key role our school can play in preventing abuse by providing our pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection. Our school community will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty
- Include in the PSHE curriculum opportunities for children to explore issues which may equip them with the skills they need to stay safe from harm and to know to whom they should turn for help
- Provide accessible information/helpline for the children within the school

### **Other policies**

Our school will have regard to child protection guidance when developing other policies, in particular:

- Social Networking & Acceptable Use of Policy
- Staff recruitment and training
- Discipline and behaviour
- Anti- Bullying
- Whistle-blowing

### **Monitoring and review**

Our school has mechanisms for monitoring and reviewing the policy and its effectiveness. It will be the responsibility of the nominated child protection governor to ensure that the policy is reviewed annually by arranging for it to be a standing item on the governing body's agenda.

### **Signs of Abuse**

Recognising child abuse is not easy. It is not your responsibility to decide whether or not child abuse has taken place or if a child is at significant risk of harm from someone. You do however, have both a responsibility and duty to act in order that

the appropriate agencies can investigate and take any necessary action to protect a child.

The following information should help you to be more alert to the signs of possible abuse.

Possible signs of abuse include (but are not limited to):

- The student says s/he has been abused or asks a question which gives rise to that inference.
- The student's behaviour stands out from the group as extremely challenging behaviour; or there is a sudden change in the student's behaviour
- The student's development is delayed
- The student loses or gains weight
- The student is reluctant to go home or has been openly rejected by his/her parents or carers

**More specific signs of potential abuse include the following:**

### **Physical Abuse**

Most children will collect cuts and bruises as part of the rough-and-tumble of daily life. Injuries should always be interpreted in light of the child's medical and social history, developmental stage and the explanation given. Most accidental bruises are seen over bony parts of the body, e.g. elbows, knees, shins, and are often on the front of the body. Some children, however, will have bruising that is more than likely inflicted rather than accidental.

Important indicators of physical abuse are bruises or injuries that are either unexplained or inconsistent with the explanation given, or visible on the 'soft' parts of the body where accidental injuries are unlikely, e.g. cheeks, abdomen, back and buttocks.

The physical signs of abuse may include:

- Unexplained bruising, marks or injuries on any part of the body
- Multiple bruises- in clusters, often on the upper arm, outside of the thigh
- Cigarette burns
- Human bite marks
- Broken bones
- Scalds, with upward splash marks
- Multiple burns with a clearly demarcated edge

Changes in behaviour that can also indicate physical abuse:

- Fear of parents being approached for an explanation
- Aggressive behaviour or severe temper outbursts
- Flinching when approached or touched
- Reluctance to get changed, for example in hot weather
- Depression

- Withdrawn behaviour
- Running away from home

### **Emotional Abuse**

Emotional abuse can be difficult to measure, as there are often no outward physical signs. There may be a developmental delay due to a failure to thrive and grow, although this will usually only be evident if the child puts on weight in other circumstances, for example when hospitalised or away from their parents' care. Even so, children who appear well-cared for may nevertheless be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. Emotional abuse can also take the form of children not being allowed to mix or play with other children.

Changes in behaviour which can indicate emotional abuse include:

- Neurotic behaviour e.g. sulking, hair twisting, rocking
- Being unable to play
- Fear of making mistakes
- Sudden speech disorders
- Self-harm
- Developmental delay in terms of emotional progress

### **Sexual Abuse**

Adults who use children to meet their own sexual needs abuse both girls and boys of all ages, including infants and toddlers. Usually, in cases of sexual abuse it is the child's behaviour that may cause you to become concerned, although physical signs can also be present. In all cases, children who tell about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.

The physical signs of sexual abuse may include:

- Pain or itching in the genital area
- Sexually transmitted disease
- Vaginal discharge or infection
- Stomach pains
- Discomfort when walking or sitting down
- Pregnancy

Changes in behaviour which can also indicate sexual abuse include:

- Sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn
- Fear of being left with a specific person or group of people



- Having nightmares
- Running away from home
- Sexual knowledge which is beyond their age, or developmental level
- Sexual drawings or language
- Bedwetting
- Eating problems such as overeating or anorexia
- Self-harm or mutilation, sometimes leading to suicide attempts
- Saying they have secrets they cannot tell anyone about
- Substance or drug abuse
- Suddenly having unexplained sources of money
- Not allowed to have friends (particularly in adolescence)
- Acting in a sexually explicit way towards adults

### **Neglect**

Neglect can be a difficult form of abuse to recognise, yet have some of the most lasting and damaging effects on children.

The physical signs of neglect may include:

- Constant hunger, sometimes stealing food from other children
- Constantly dirty or 'smelly'
- Loss of weight, or being constantly underweight
- Inappropriate clothing for the conditions

Changes in behaviour which can also indicate neglect may include:

- Complaining of being tired all the time
- Not requesting medical assistance and/or failing to attend appointments
- Having few friends
- Mentioning being left alone or unsupervised

### **Female Genital Mutilation (FGM) and Forced Marriage**

There are many different types of abuse but there are some that staff may be initially less aware of. Female Genital Mutilation (FGM) and Forced Marriage may fall into this category. Any indications that FGM or Forced Marriage are imminent, or have already taken place, will be dealt with under the safeguarding and child protection procedures outlined in this policy and should be reported through the channels detailed in this policy. Cardiff High School will do everything that it can to ensure that:

- The school encourages an open and listening environment where students feel able to discuss issues that they may be facing
- The Designated Person and her deputies are aware of the issues surrounding FGM and Forced Marriage;

- Advice and signposts are available for accessing additional help, e.g. the NSPCC's helpline, Child Line services, Forced Marriage Unit
- Consultation with the student's family or community links will not take place

### **Students at Risk of Involvement In Extremist behaviour**

The Counter-Terrorism and Security Act 2015 includes a new duty on schools to "have due regard, in the exercise of its functions, to prevent people from being drawn into terrorism." Since September 2015 Estyn expects school inspectors to consider how a school "keeps pupils safe from the dangers of radicalisation and extremism."

Exposure of children to extremist ideology can hinder their social development and educational attainment alongside posing a very real risk that they could support or partake in an act of violence.

"Safeguarding vulnerable people from radicalisation is no different from safeguarding them from other forms of harm." Home Office – The Prevent Strategy.

Training on recognising and responding to the risk of Violent Extremism is undertaken by all staff on an annual basis as part of the safeguarding training for staff at the start of each academic year and as part of the induction process for new staff.

The named member of staff for the Prevent Strategy is **Mrs Allison Yarrow**. The named member of staff and the Deputy Child Protection Officers attend update training in relation to the Prevent Strategy and maintain close links with the local Channel Project and the Prevent Engagement Officers. The Achievement Team have received full training in this area and will attend update training on an annual basis.

### **Why Might a Young Person Be Drawn Towards Extremist Ideology?**

It appears a decision by a young person to become involved in violent extremism: may begin with a search for answers to questions about identity, faith and belonging:

Research to date indicates that the attraction:

- May be driven by the desire for „adventure“ and excitement
- May be driven by a desire to enhance the self-esteem of the individual and promote their “street cred”
- Is likely to involve identification with a charismatic individual and attraction to a group which can offer identity, social network and support
- May be fuelled by a sense of grievance that can be triggered by personal experiences of racism or discrimination

### **Recognising Extremism**

Early indicators may include:

- Showing sympathy for extremist causes
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause
- Attempts to recruit others to the group/cause
- Glorifying violence/condoning or celebrating acts of terrorism
- Evidence of possessing illegal or extremist literature
- Advocating messages similar to illegal organisations such as “Muslims Against Crusades” or other non-proscribed extremist groups such as the English Defence League
- Out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)

## **VISITORS AND THE USE OF SCHOOL PREMISES**

If any member of staff wishes to invite a visitor in the school, they must first gain approval from the Leadership Team. Children are NEVER left unsupervised with external visitors, regardless of safeguarding check outcomes.

Upon arriving at the school, all visitors including contractors, will read the child protection and safeguarding guidance and been made aware of who the Designated Person is and how to report any concerns which they may experience.

If any agreement is made to allow non-school groups or organisations to use the premises, appropriate checks will be made before agreeing the contract. Usage will be monitored and in the event of any behaviour not in-keeping with the Anti-Radicalisation Policy, the school will contact the police and terminate the contract.

If staff have any concerns about students being involved in or at risk of involvement in extremist behaviour, they should report their concerns immediately to Mrs **Allison Yarrow** or the **Deputy Child Protection Officers** through the channels detailed in this policy. Concerns will then be referred to Cardiff Prevent Team and Children's Services

### **Dealing with Disclosures**

If someone tells you that they or another child or young person is being abused:-

#### **Keep an open mind.**

- Do not make a decision as to whether or not the abuse has taken place.
- Listen carefully to what is being said
- Work at the child's pace
- Accept what is said, do not ask for clarification
- In cases where more than one child is involved, take appropriate steps to minimise any contamination of evidence e.g. separate, not group interviews

### Reassure

- Reassure the pupil, as far as possible
- Don't promise confidentiality; you have a duty to refer
- Do not promise that everything will be alright

### React:

- Do not ask leading questions, for example "What did he/she do next?" Such questions may invalidate your evidence (and the child's) in any later prosecution
- Ask open questions, like, "Anything else you want to say?"
- Do not allow your shock or disapproval show
- Do not criticise the perpetrator; the pupil may love him/her
- Do not ask the pupil to repeat it all for another member of staff
- Explain the need to pass the information to the Designated Person who will ensure that the correct action is taken

### Record:

- Make some brief notes immediately after the disclosure and write them up as soon as possible
- Do not destroy your original notes in case they are required by a court. All evidence, (for example, scribbled notes, mobile phones containing text messages, clothing, and computers), must be safeguarded and preserved
- Record the date, time, place, any noticeable non-verbal behaviour, and the words used by the child not your interpretation of them
- Sign your written account in full and hand to CPO

### Remember:

- Follow your establishment's guidelines and consult as appropriate
- Refer to the Child Protection Team **on the same day**
- Make a note for yourself of the action that you have taken following the disclosure