

St Catherine's School, Twickenham

CHILD PROTECTION POLICY

(Senior School and Prep Department and Early Years Foundation Stage)

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ST CATHERINE'S SCHOOL MISSION STATEMENT

Our Vision

To be a school that lives the Gospel values, promotes the dignity of every individual and is committed to excellence. We are a Catholic school where every student, regardless of individual faith:

- is **valued**
- is a member of a thriving, happy **community**
- is helped to **achieve his/her personal best**
- is given a wide range of opportunities to **develop his/her talents**
- is **prepared for the challenges** of adult life
- is helped to **understand** and fulfil his/her **responsibilities** to self, family and society.

Policy Statement on Abuse

CONTEXT

The welfare of our pupils is the School's paramount concern. As a school we must do all we can to ensure that children are protected from harm both within the school and beyond our direct control. To that end we are committed to :

- Establishing and maintaining an ethos where children feel secure and are encouraged to talk and are always listened to.
- Ensuring that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Including across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

The school recognises the term 'Harm' to mean 'ill treatment or the impairment of health, (or) development.' – (Section 31 of the Children Act 1989)

It is the responsibility of all staff to be fully aware both of the London borough of Richmond Child Protection Manual (a copy is kept in the Deputy Head's Office) and the school's procedures in relation to child protection

This policy has been developed in accordance with the principles established by the Children Act 1989; and in line with government publications: "Working Together to Safeguard Children" March 2010, "Framework for the Assessment of Children in Need and their Families" 2000, "What to do if You are Worried a Child is Being Abused" 2003, *Circular 10/95 DCSF, Independent Safeguarding Authority, "Safeguarding Children: Child Protection: Guidance about Child Protection Arrangements for the Education Service" 2004*, and the London Borough of Richmond Child Protection Procedures.

The Governing body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

We recognise that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

As a school we believe that we should provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual child.

AIMS/OBJECTIVES

- a) To support the child's development in ways that will foster security, confidence and independence.
- b) To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to, approach adults if they are in difficulties believing they will be effectively listened to.
- c) To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- d) To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.
- e) To emphasise the need for good levels of communication between all members of staff.
- f) To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- g) To develop and promote effective working relationships with other agencies, especially the Police and Social Services.
- h) To ensure that all adults within our school who have substantial access to children have been checked as to their suitability.

Procedures

- i) Procedures for safeguarding children will be in line with the Child Protection: Essential Guidance for Education Staff, and London borough of Richmond ACPC procedures.

GUIDELINES

1. In the event of a pupil disclosing concerns to an adult, the procedure described in Flowchart A 'Child Protection' (Appendix 1.) should be followed.
2. In the event that an allegation is made against a member of staff, the procedure in Flowchart B (Appendix 2) should be followed.

WHO IS RESPONSIBLE?

Everyone who has contact with pupils is responsible for ensuring the information confided in them by a pupil or observed by them about a pupil is passed directly to the Deputy Head/ Head of Prep

/Headmistress without delay. The Deputy Head is the CPLO for the Senior School and the Head of Prep is the CPLO for the Prep Department and the Early Years Foundation Stage.

SUCCESS CRITERIA

We will have been successful when:

1. Every pupil feels there is someone they can trust enough to talk to about something that is worrying them.
2. Every pupil knows who they can go to in case of difficulty.
3. Pupils are aware of what is appropriate behaviour in relation to themselves and others and what is not.
4. Every member of staff, including the Head receives training on abuse awareness and procedures every three years.
5. New members of staff are inducted immediately on abuse procedures.
*Headmistress/Deputy Head / Head of Prep should ensure that staff and pupils receive appropriate training in the above points.

Reviewed: November 2009
Reviewed: November 2010
Reviewed: November 2011
Next review date: November 2012

**STAFF TRAINING
WHAT ALL STAFF SHOULD KNOW**

1. The School's designated senior member of staff responsible for child protection.
2. The School's policy on child abuse.
3. What they should do if they suspect or have disclosed to them, that a child may need protection from abuse.
4. The possible signs and symptoms of abuse.
5. The procedure in the event of an allegation of abuse being made by a pupil against a teacher.

THE HEADMISTRESS AND DEPUTY HEAD / HEAD OF PREP (CPLO) NEED TO ENSURE THAT:

1. The School's policy is in line with local procedures
2. They have knowledge of local procedures.
3. They know who to contact in Social Services in the event of a suspected case of abuse.
4. All new staff are informed about the necessary procedures as part of their induction training.
5. Staff training is kept up to date with information on abuse and child protection.
6. Pupils receive education on abuse.

PROCEDURES FOR DEALING WITH PUPILS WHERE ABUSE IS SUSPECTED.

Abuse **MAY OCCUR** in the following areas:

- Neglect
- Physical injury
- Sexual abuse
- Emotional abuse

In the event that a teacher has a concern about any of the above areas, they should immediately :

1. Report their concerns to the Head of Prep/Deputy Head or the Headmistress.
2. Keep the matter strictly confidential.
3. Keep notes based on observation and evidence and pass these to the Deputy Head / Head of Prep who will keep the notes in a separate file and ensure the file is kept safe at all times. (Responsibility for this file lies with the Deputy Head/Head of Prep)

The Deputy Head / Head of Prep (CPLO) may take any of the following courses of action but only after specific direction of the Headmistress:

1. Other members of staff may be asked if they have observed anything.
2. Parents may be asked for their observations
3. The pupil's previous school may be contacted for relevant information.

Referral

In the event of suspicion of abuse being probable or definitely well-founded, the matter must be referred to Social Services or the Child Protection Team at the following address:

Services for Children and Families
C. Travers
42 York Street
Twickenham TW1 3BW

Telephone: 0208 891 7830/0208 831 6046

HOW TO RESPOND TO DISCLOSURE OF SUSPECTED ABUSE

The adult's role is to support the child and pass information on to the people who are trained to deal with the particular area of concern the child has raised.

It is not the school's job to investigate, 'diagnose' or give a judgement on possible abuse. Well meaning interference could jeopardise a child's protection and potential criminal proceedings.

It is useful for teachers to know that the family role is seen by the state as essential and only infrequently will children be taken into care. (UN Convention)

THE FIVE Rs

When a child gives you information that might indicate a problem or where a pupil actually discloses that s/he has been abused the following guidelines must be followed:

RECEIVE

Listen without shock, disgust or disbelief and accept what is said. To communicate "I believe you" is vital. (It may be that it is not true but that is not for us to decide.)

Give plenty of time and allow for plenty of silence. Do not interrupt.

REASSURE

It is helpful to the pupil if the teacher is able to communicate something of the following :

'You're not to blame, it's not your fault'

'You're very brave to have told someone'

But do NOT give undertaking of confidentiality or make promises that you are unable to keep:

"I'll stay with you"; "everything will be ok now";

"I won't let him hurt you again"; "I won't tell anyone"

REACT

Ask open-ended questions : "Is there anything else you'd like to tell me?"

Do not ask leading questions (eg 'Did he also touch you anywhere he shouldn't have done?') as this may invalidate any future legal proceedings

1. Do not ask 'accusing' questions : "Why didn't you tell someone earlier?" ; "Why didn't you tell your Mum?"
2. Do not criticise the perpetrator: If it's a family member emotions are going to be horribly mixed but the family staying together may well be the preferred solution.
3. Do not ask the pupil to repeat it all for any other member of staff.
4. Do not physically examine the child.
5. Do not investigate by speaking to anyone the child has mentioned.
6. Do not speak to anyone else about what the child has told you.
7. Speak to the Deputy Head / Head of Prep (or Headmistress) ASAP. If the Deputy Head / Head of Prep are unavailable then the Headmistress should be contacted. If she is unavailable then another member of SMT must be contacted.
8. At the close of this initial process you will need to complete Form A (see below)

RECORD

Make notes as soon as possible afterwards. Make a precise note of what is said, recording time, date and place of conversation. Record who is present and any non-verbal behaviour and words used including 'pet' sexual words (if any used). **It is very important not to ask leading questions. Do**

not record your assumptions and interpretations, just what you heard and saw. Be sure to sign and print your name.

Draw a diagram if bruising is apparent to give exact location. Do not destroy original notes even if you later write things up more neatly and fully.

REFER

The Headmistress will make the decision about what should happen next and, if appropriate, will ask the CPLO (Deputy Head/Head of Prep) to contact the agency best suited to the child's particular need.

Every school must designate a senior member of staff to be the liaison with social services and other agencies for such cases. In this school the Deputy Head and Head of Prep are the CPLO and therefore all referrals that involve St Catherine's pupils must go through them.

Confidentiality is an important principle but in cases of abuse no member of the school community can maintain absolute confidentiality.

The Headmistress or CPLO will disclose any information about a pupil to other members of staff on a need to know basis only.

The school will always undertake to share our intention to refer a child to Children's Services with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the Duty Manager at the Assessment Team on this point.

In contacting an agency consideration will be given to:

- (a) The appropriateness of advising the parent first.
- (b) What support the child needs when the referral is being made.
- (c) The information the agency will need.
- (d) The timing of the strategy discussion between the statutory agencies which will decide whether and how to investigate; when, how and by whom the parents and child will be told that a referral has been made; which member of staff will contribute to the strategy discussion.
- (e) The course of action agreed between the CPLO and the agency is noted and then is faxed off to the agency concerned.

Essential Staff Action

a) In all cases the teacher to whom the disclosure of abuse is made **must** immediately refer the matter to the Deputy Head (CPLO)/Head of Prep (who will inform the CPLO). If the Deputy Head / Head of Prep are unavailable then the Headmistress should be contacted. If she is unavailable then another member of SMT must be contacted.

b) If the disclosure happens after school hours, the teacher should attempt to contact any of the above. If this proves impossible and there is a fear that the pupil is 'at risk' (i.e it is unsafe for them to go home) then Social Services may be contacted direct.

Inevitably some pupils will ask or plead with the teacher not to tell anyone else. In these cases:

a) Do not negotiate with the child, but do firmly yet sensitively explain that you must refer the matter to the Deputy Head/Head of Prep. Whilst we may wish to give them a day to think it over, no teacher is in the position to do so. The matter must be referred before the end of the school day.

b) Do allow her to voice her fears over "What is going to happen next?" The answer is that the Deputy Head/Head of Prep will ring Social Services that day who will then decide on what action to take. It may involve them coming to school and talking with the child. Do reassure the child that they regularly deal with this and will understand his fears about her family etc.

- c) In circumstances where the child is extremely distressed, he/she should not be left unattended. Ensure another member of staff sits with her while you are telling the Deputy Head/Head of Prep.
- d) Do stay with them and be the 'support person' if a Social services interview does happen.

Always remember that a child wants the abuse to stop

Cases of doubt after disclosure

In some situations a pupil may drop hints that 'something wrong is happening' but never actually gets to the point of declaring that they have been abused. Teachers or any school employee who wish to maintain confidentiality, at this stage, need not disclose details of what was said but should still pursue the matter.

In these cases the following guidelines should apply :

- a) The teacher within 24 hours should discuss the matter with the child's tutor in general terms. The tutor should then liaise with the PE department etc to gather any other information.
- b) The child however will have chosen the teacher to disclose to for a particular reason so it may not be appropriate for the tutor to take over. The tutor would therefore work with the teacher with the hope that the child will choose to disclose more.
- c) The teacher/tutor should discuss the matter, if necessary without naming the child, with the CPLO who will provide guidance and advice as to the strategies to pursue.
- d) If after following these steps there is still cause for suspicion or concern of abuse the matter must be referred to the Deputy Head/Head of Prep. The teacher does not have to wait for proof of abuse.

Support for Staff

We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the CPLO and to seek further support as appropriate.

Personnel

At St Catherine's, the Deputy Head (in the Senior School) and Head of Prep (**within the Prep Department and The Early Years Foundation Stage**) are the **Child Protection Liaison Officers and attend Child Protection Update Training every two years**. In their absence the Headmistress will undertake the role. Should both the Deputy Head, Head of Prep and Headmistress be absent the matter should then be referred to another member of the Senior Management Team.

The CPLO is responsible for:

- a) Referring a child if there are concerns about possible abuse, to the Children's Services Assessment Team, and acting as a focal point for staff to discuss concerns. A written record of the referral will be faxed to the Assessment Team and a copy faxed to the Development Manager for Welfare and Protection within one hour of making a referral by telephone.

- b) Keeping written records of concerns about a child even if there is no need to make an immediate referral.
- c) Ensuring that all such records are kept confidentially and securely and are separate from pupil records.
- d) Ensuring that an indication of further record-keeping is marked on the pupil records.
- e) Liaising with other agencies and professionals
- f) Ensuring that either they or the class teacher attends case conferences, core groups, or other multi-agency planning meetings, contributes to assessments, and provides a report which has been shared with the parents.
- g) Ensuring that any pupil currently on the child protection register who is absent without explanation for two days is referred to their key worker's Social Care Team.
- h) Organising child protection training every three years for Headmistress and all school staff, (new staff, teaching and non teaching staff) and providing appropriate support.
- i) Providing, with the Headmistress, an annual report for the governing body, detailing any changes to the policy and procedures; training undertaken by the CPLO, and by all staff and governors; number and type of incidents/cases, and number of children on the child protection register (anonymised).

All new staff, as part of their induction, will receive training in Child Protection which will include how to respond to a pupil who discloses abuse.

The Child Protection Policy is available to all parents on request.

Our selection and recruitment of staff includes checks for their suitability with the Criminal Records Bureau.

FORM A – RESPONDING TO DISCLOSURE OF SUSPECTED ABUSE –

Record of Discussion with Young Person

Date meeting took place :

Time:

Place:

Present:

What the young person revealed:

Circumstances leading up to the disclosure:

Questions asked of young person:

Signed:

Date:

Practical Advice for Staff

In any school there is the possibility that pupils will show signs and symptoms of abuse or will disclose to staff that they have been abused. The Children's Act 1989 lays down certain requirements about how staff must deal with these situations. The following notes are intended to provide practical advice to staff on how to handle disclosures and to provide guidelines for dealing with such disclosures that must be followed by all employees of St Catherine's School. In line with our statutory obligations the interests of the child must be paramount, though the school will also wish to take account of the interests of other pupils, staff and parents.

CATEGORIES OF ABUSE AND SYMPTOMS

Symptoms of Abuse

Many of the following symptoms may occur for reasons other than abuse and inevitably some pupils who have been abused will not display any of these symptoms. The distinctions between the different aspects of abuse are manifestly not rigid, but they should be useful as a guide.

There are 4 main categories of abuse; they are as follows:

NEGLECT

Definition:

'Persistent or severe neglect, or the failure to protect a child from exposure to any kind of danger including cold or starvation, or extreme failure to carry out important aspects of care, resulting in significant impairment of a child's health or development, including failure to thrive.'

Typical signs of neglect are:

- Poor hygiene
- Dirty clothes
- Poor skin condition
- Dirty teeth and halitosis
- Underweight or obesity – not fed properly
- Inadequately clothed
- Failure to provide glasses
- Shoes too small
- Anaemia
- Poor hair quality, infestations
- Protuberant abdomen
- Frequent bouts of gastro-enteritis
- Prominent joints
- Hands red, swollen, poor nails
- Generally any signs that a condition is not improving, without good reason.
- An example of parental neglect could be unsupervised access to the internet.
- It is very difficult to prove physical neglect unless it is extreme and additionally there is a danger of taking any of the above categories out of context and assuming neglect when this may not be the case.

Typical behaviour indicators of neglect are:

- Frequently hungry and preoccupied with food
- Stealing food

- Gains weight when away from home or loses weight during school holidays
- Overly tired – e.g. using the computer or Playstation all night unsupervised.
- Unable to concentrate on school work – not properly nourished
- Poor language skills
- Lack of ability to play
- Poor motor development
- Poor school attendance
- Is unusually 'hard' or 'detached' when told off
- Is unable to make normal friendships

The pupil : Looks extra-thin and poorly
 Complains of hunger, lacking energy
 Has repeated accidents, especially burns
 Is left alone at home inappropriately
 Is repeatedly unwashed, smelly
 Is kept away from school medicals
 Is reluctant to go home, especially at weekends

PHYSICAL ABUSE

Definition:

'Actual or likely physical injury to a child, or failure to prevent physical injury or suffering to a child including deliberate poisoning, suffocation, and Munchausen's by proxy'

Physical injury caused by suspected abuse is always grounds for a referral and the following are the most familiar signs indicating possible abuse:

(P.E. staff are often in the best position to notice injuries and should have a system of recording and reporting marks/bruises and repeated absence from games lessons.)

- Unaccounted for injuries
- Injuries getting progressively worse or occurring in a time pattern (e.g. every Monday morning)
- Repeated injuries
- Bruises – especially around the face, head, genitals. Bruising either side of the mouth, bruising on both sides of the ear, black eyes; bruised eyes, especially if both at once; gripping bruises on arms or trunk. Current bruising/injury with a long history of bruises and accidents. Bruising on both sides of the ear. Any symmetrical bruising is suspicious
- Constant attention seeking behaviour ; overpleasing/compliant behaviour
- 'Grip' marks on arms or 'slap' marks (cheeks, arms, legs)
- Long marks which could be from a belt or cane; stub marks from a cigarette
- Bite marks
- Fractures
- Burns / Scalds
- Cut lips

Typical behaviour indicators of physical abuse:

- Wary of physical contact
- Does not look to parents for comfort
- Does not expect to be comforted

- Seems less afraid than other children
- Seek information about what is going to happen to them – anxious – ‘Please don't tell my parents.’
- Kept away from school – are they regularly away on Monday / Tuesday? What is happening at the weekend? Patterns of attendance can be telling. A reluctance to go home, especially weekends

SEXUAL ABUSE

Definition:

‘Actual or likely sexual exploitation of a child or adolescent. The child may be dependent or developmentally immature.’

Typical behaviour indicators of sexual abuse or other family difficulty:

- Regressive behaviour/attainment – doing well and then suddenly progress stops or things appear to be going wrong.
- (Pupil progress tracking helps identify problems with non-attainment quickly).
- Secrets/fantasies
- Emotionally isolated; may appear unhappy or isolated
- Lack of peer relationships
- Poor self image
- School refusal
- Suicide attempts
- Acute anxiety/fear
- Sleep disturbances; may have persistent problems with sleeping, nightmares, bedwetting
- Eating disorder; may struggle with anorexia, bulimia, or excessive ‘comfort eating’
- May run away from home; may be reluctant to go home
- May have aggressive eruptions
- May be kept away from school medicals
- Inappropriate interaction with other children
- May behave in a precocious sexually provocative way
- May have aggressive eruptions or display extreme passivity

Previously believed to be typical behavioural indicators of sexual abuse, now grey areas for the given reasons:

- Detailed sexual knowledge inappropriate to their age: Internet access; Satellite TV; magazines; other children - all provide possible sources of information without the child necessarily having been abused.
- Excessively affectionate or sexual – some children are.
- Fear of being alone – may be many reasons.
- Make sexual approaches to other children – some children are unduly tactile.
- Promiscuous – again not necessarily due to abuse having taken place.
- Urinary tract infection and STD – difficult to find out about these things.
- Drawing sexually explicit pictures – depends on the type of picture – why does the person know about what they are drawing and want to replicate it?
- Bruising to lower part of abdomen, genital or anal areas and/or discomfort in these areas. – Health professionals – not school medical staff – are trained to correctly identify if there is anything indicating abuse here. Very difficult to pick up unless extreme and the child goes to the school nurse.

- Children can be 'groomed' by adults, not usually parents, for sexual exploitation at a future date. A child can be in the grooming process for two, three, four or more years. It is important to pick up from a child's conversation any undue interest shown by other adults -male and female - over a regular period of time. This can include unexpected or extravagant gifts, trips out – anything where the child is moving towards trusting this person or feeling obligated or flattered by the attention without there being an obvious reason. It is particularly tricky to pick up when the parent has a new partner.
- Abuse by other children - again, difficult to detect but some signs may be present.

EMOTIONAL ABUSE

Definition:

'Actual or likely severe adverse effect on the emotional and behavioural development of a child caused by persistent or severe ill-treatment or rejection.'

This area of abuse is very hard to prove and as a consequence it is difficult for any action to be taken by Social Services.

Areas constituting emotional abuse:

- Persistent lack of affection
- Lack of physical interaction
- Lack of warmth and praise
- Lack of response to child's overtures or distress
- Lack of discipline and positive parenting
- Rejection
- Scapegoating
- Humiliation
- Denigration
- Terrorising
- Victimisation
- Encouraging of anti-social behaviour
- Exploitation
- Disassociation from the child
- Isolation within the family

Typical behaviour indicators of emotional abuse:

- Poor behaviour
- Habit disorder e.g. sucking thumb, rocking, biting
- Overly adaptive behaviour
- Role reversal
- Sleep disorders
- Overly compliant/passive behaviour
- Overly aggressive / demanding behaviour
- Hyperactive
- Development lag
- Frozen watchfulness

FURTHER SITUATIONS IN WHICH ABUSE MAY OCCUR

The following are situations where abuse could take place:

- The forced marriage of a child. – (Note: The Child Protection Unit can act in this situation even if no-one else has the authority to because the parents have given their consent.)
- If a parent is involved in prostitution – (A child is placed on Child Protection Register, if the school informs the police.)
- Child pornography and the internet - (Chatrooms can be a problem.)
- Racial and religious harassment can result in a child harmed in extreme cases.
- Disabled children – (Can be vulnerable.)
- If the parent has learning difficulties there can be a build up of frustration or resentment against the child.
- If a parent misuses drugs or alcohol the child may be at risk
- A parent who suffers from mental illness may abuse a child. Depression, particularly severe depression, can be something to watch out for in parents.
- Young carers who look after relatives may be vulnerable to abuse, particularly emotional abuse.
- Suicidal behaviour and self harming are indicators of something being wrong.
- Drug misuse – is the child involved in dealing? Who is supplying the child?
- Pregnancy of a child – how has the situation arisen, who is the father?
- Children in care can be vulnerable.
- Begging – Why is a child begging? Why do they need to beg? Is the money for food or drugs or what?

TEACHERS FACING ALLEGATIONS OF ABUSE FROM A PUPIL

THE TEACHER'S GUIDELINES

All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

If a teacher hears an allegation against another member of staff they should report the matter immediately to the Headmistress.

If a pupil does make an allegation of abuse against a member of staff, the member of staff receiving the allegation will immediately inform the CPLO whether or not they believe it to be true. The CPLO will immediately inform the Head.

If the allegation made to a member of staff concerns the CPLO, then the member of staff should immediately inform the Head.

The Headmistress on all such occasions will discuss the content of the allegation with the Chair of Governors.

If the allegation concerns the Head, then the CPLO will immediately inform the Chair of Governors without notifying the Headmistress first.

The school will follow the London borough of Richmond procedures for managing allegations against staff, in the CP Essential Guidance Manual a copy of which will be readily available in the school. Under no circumstances will we send a child home, pending such an investigation, unless this advice is given exceptionally.

Suspension of the member of staff, excluding the Headmistress, against whom an allegation has been made, needs careful consideration, and the Headmistress will seek the advice of the Chair of Governors.

In the event of an allegation against the Headmistress, the decision to suspend will be made by the Chair of Governors

WHISTLEBLOWING

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 management of child protection, which may include the attitude or actions of colleagues.

CHILD PROTECTION RECORDS

Notes on confidentiality/Information on keeping Child Protection Records

1. If we keep manual records they should 'be kept securely locked.'
Croner's Section 6-pg.128 - February 2003.
2. All records, whether kept on computer or on paper, are exempt from the disclosure provisions of the Data Protection Act 1984.
3. Parents are not entitled to see any records pertaining to abuse.
(Education Regulations 1989)
4. If an alleged case of abuse goes to court, the court may require the School to provide the Child Protection Records.
(Croner – Section 6, pg.128 Feb.2003)

Records the Office holds

The following documents will be held in the office of the Headmistress's PA:

1. A copy of the Child Protection Policy.
2. A copy of the advice given to staff on: 'How to respond to disclosure of suspected abuse'.
(Laminated sheet)
3. Flowchart A – 'Procedures to pursue when disclosure made.'
4. Blank copies of: Form A : 'Record of Discussion with Young Person.'
5. Completed copies of : Form A : 'Records of Discussions with Young Person'.
N.B. - To be filed **separately** from the pupil's record file - and kept securely.

Access to these files

The Headmistress, (Sister Paula Thomas), / Deputy Head / Head of Prep (CPLO) and a designated secretary (Mrs A Faulkner) to have sole access.

1. Blank copies of 'Record of Referral to Social Services.'
2. Completed copies of 'Record of Referral to Social Services'. To be filed with the 'Record of Discussion'.
3. Flowchart B – Teacher Accused of Abuse.

Staff Training

A copy of information given out in staff training will be kept in the office under 'Child Protection Documents'.

A record of staff training will be kept at the back of the office copy of the Policy .

FORM B – RECORD OF REFERRAL TO SOCIAL SERVICES (RESPONDING TO DISCLOSURE OF SUSPECTED ABUSE)

Date:
Time:
Referral made by:
Referral made to:
Location of SSD:
Contact telephone number:
Fax:

Pupil:
DoB:
Address:
Full names of pupil's main carers:

Ethnic Background:
First language:
Languages spoken at home:
Nationality:
Religion:

Name and Address of GP:

Household members: Including names and DoBs of siblings and schools they attend:
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SEN:

Court/Care orders:

Details of reason for referral given:

Response by SSD/proposed action:

Signature:

Title:

Date:

APPENDIX 1

CHILD PROTECTION (FLOWCHART A)

PROCEDURES TO PURSUE WHEN DISCLOSURE MADE

SAME DAY IMMEDIATE ACTION

