

# **HORBURY PRIMARY SCHOOL**

## **Child Protection Policy**

### **Rationale**

This policy aims to help staff to be more aware of their role in protecting the children in our school. We at Horbury Primary School firmly believe that every child has the right to maximise his or her potential, and in order to achieve this some children need to be protected.

In order for this to work effectively it is essential that there is good communication within the school. Staff need to be aware of what constitutes abuse and be familiar with local authority guidelines (copy in the Headteacher's office)

The school liaises closely with Social Services, the Education Welfare Officer, the School Nurse, West Yorkshire Police and other professionals who support our work with children as appropriate and also refers to Wakefield and district safeguarding children board handbook.

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

Our school will therefore:

- a) Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to.
- b) Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty.
- c) Include in the curriculum activities and opportunities for PSHCE which equip children with the skills they need to stay safe from abuse.
- d) Include in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.
- e) Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies.

### **Supporting Pupils at Risk**

Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self worth and to view the world in a positive way. This school may be the only stable, secure and predictable element in the lives of children at risk.

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

This school will endeavour to support pupils through:

- a) the curriculum to encourage self-esteem and self-motivation.

- b) the school ethos which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
- c) The implementation of school behaviour management policies.

## **RECOGNISING CHILD ABUSE**

Abuse may be neglect, physical injury, sexual abuse (inflicted or knowingly not prevented) or emotional abuse by the person having the care of the child.

### **Neglect**

This is understood to be where carers fail to meet the basic needs of the children in food, clothes, warmth and medical care. Leaving children alone and unsupervised is an example of neglect.

### **Signs and Symptoms**

- hunger
- tiredness and listlessness
- dirty and unkempt
- poor and inappropriate clothing
- attention –seeking behaviour
- untreated illness or injury
- failure to thrive

### **Physical Abuse**

Any non-accidental injury where adults physically hurt, injure or kill a child. It can involve hitting, shaking, squeezing, burning or biting. It also includes the giving of poisonous substances, inappropriate drugs and alcohol.

### **Signs and Symptoms**

- patterns of bruising
- finger, hand or nail marks
- black-eye
- bite marks
- round burn marks
- burns and scalds
- lacerations, weals
- fractures
- bald patches
- symptoms of drug or alcohol intoxication
- unaccountable covering of limbs, even in hot weather
- fear of going home or parents being contacted
- fear of medical help
- fear of changing for PE
- violence or aggression towards others, including bullying
- isolation

## **Sexual Abuse**

This is the involvement of dependent, developmentally immature children in sexual activities which they do not fully understand. It covers the full range of actions which can result in children being used for the sexual gratification of others.

### **Signs and Symptoms**

- sexually explicit play or inappropriate knowledge
- anal or vaginal discharge, soreness or scratching
- truancy, lateness, reluctance to go home
- inability to concentrate
- refusal to communicate
- eating disorders
- attention-seeking behaviour
- aggressive behaviour e.g. bullying
- wetting or soiling
- frequent open masturbation
- reluctance to undress for PE

## **Emotional Abuse**

This is the emotional ill-treatment or rejection of a child, constant lack of love and affection, threats or verbal attacks leading to a child's loss of confidence and self-esteem.

### **Signs and Symptoms**

- over reaction to mistakes, continual self-depreciation
- sudden speech disorders
- neurotic behaviours e.g. rocking, banging, tics, twitches
- self-mutilation
- running away
- compulsive stealing

Emotional abuse is an aspect of all types of abuse. It is also the most difficult to prove.

**THERE ARE CONCERNS ABOUT THE DANGER OF OVER OR UNDER REACTING TO SUSPICIONS OF POSSIBLE CHILD ABUSE. ANY CHILD GIVING CAUSE FOR CONCERN SHOULD BE DISCUSSED WITH BOTH MRS. TIFFANY (the designated child protection contact) AND THE HEADTEACHER.**

If a referral to Social Services is felt to be appropriate the class teacher should monitor and record observations.

### **What to record**

1. Patterns of attendance, unexplained absences, mood changes at the end of the day, reactions to adults collecting them.
2. Nature, quality and quantity of contact with parents. Uninvolved or over involved parents. Responses from parents when school expresses concern.
3. Body language and behaviour. Complaints about feeling unwell, difficulties in walking and sitting, sexualised behaviour, symptoms of drug abuse.

4. Language: explicit or ambiguous.
5. Play: acting out abusing situations, sexually explicit play.
6. Drawing and painting.
7. Medicals and PE: reluctance to undress, bruising, torn clothing, blood stains, absence from school when medical due or PE timetabled.
8. Indications of neglect: inappropriate clothing, poor hygiene, affection-seeking, underweight or small for age.
9. Injuries to child or any medical problem which does not receive attention.

**CONCERNS SHOULD BE RECORDED IN THE CLASS TEACHER'S INDIVIDUAL RECORDS AND DRAWN TO THE ATTENTION OF THE DESIGNATED TEACHER AND THE HEADTEACHER.**

**How to record**

1. Records must only contain FACTS. Do not interpret what is seen or heard, simply record. Parents can see the records.
2. Day, date, time and place.
3. Any background information if it is relevant.
4. Any records of the child's words should be VERBATIM, not the teacher's interpretation. This would include the child's words for parts of the body. If the teacher tries to clarify what the child is saying, then those words should also be included.

**THESE RECORDS SHOULD BE REGARDED AS CONFIDENTIAL AND NOT BE DISCUSSED GENERALLY.**

**Dealing with Disclosure of Abuse**

- 1 Stay calm.
2. Do not show shock, anger or embarrassment. Reassure the child and tell him/her you are pleased that they are speaking to you.
3. Tell them that you know it is not their fault.
4. Encourage the child to talk but DO NOT ask leading questions or press for information. **LISTEN AND REMEMBER.**
5. Check that you have understood correctly.
6. Praise the child for telling you.

## **IMMEDIATELY FOLLOWING DISCLOSURE:-**

1. Inform the designated teacher.
2. Record in as much detail as possible an accurate account of what the child has told you.

The designated teacher and the headteacher will then contact Social Care Direct  
**0845 8503503**

and put the incident in the relevant file.

Abuse causes the victim to feel worthless and guilty. As a result of such an experience the child may exhibit difficult behaviour, but staff should give time, care and understanding to such children to support and reassure them.

### **Child protection in the curriculum**

A personal safety programme is delivered through PSHE which is identified in year group planning. It aims to give children the skills and opportunity to talk to someone should they so wish.

This policy should be considered alongside other related policies in school.

- Behaviour Management Policy
- Bullying
- Special Education Needs
- Health and Safety
- PSHCE

### **Professional Confidentiality**

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the child.

### **Safe School, Safe Staff**

To ensure staff safety these safeguards must be followed:-

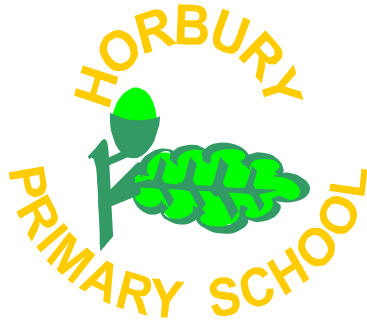
- Ensure if working 1:1 with a child it is in an open area (not behind closed doors).
- In the event of a child having a toileting accident, 2 members of staff must always be present to ensure safe practice. The parents must be informed at the end of the school day.
- If an allegation is made against a member of staff – that member must immediately record the facts of the incident as accurately as possible and inform the headteacher.

This Policy will be reviewed in December 2009.

**J.L. Tiffany**

Reviewed Nov 2009

# HORBURY PRIMARY SCHOOL



## Child Protection Policy