

Child Protection Policy

Wombwell High School fully recognises its responsibilities for child protection.

Our policy applies to all staff, governors and volunteers working in the school. There are five main elements to our policy:

- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan
- Establishing a safe environment in which children can learn and develop.

We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to
- Ensure children know that there are adults in the school whom they can approach if they are worried
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

We will follow the procedures set out by the Area Child Protection Committee or Local Safeguarding Children Board and take account of guidance issued by the Department for Education and Skills to:

- Ensure we have a designated senior person for child protection who has received appropriate training and support for this role
- Ensure we have a nominated governor responsible for child protection
- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated senior person responsible for child protection and their role
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus
- Notify Social Services if there is an unexplained absence of more than two days of a pupil who is on the child protection register.
- Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters including attendance at case conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.

- Ensure all records are kept securely, separate from the main pupil file and in locked locations.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school, their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- The content of the curriculum
- The school ethos, which promotes a positive, supportive and secure environment and gives pupils a sense of being valued
- The school behaviour policy, which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred
- Liaison with other agencies that support the pupil, such as Social Services, Child and Adult Mental Health Service, Education Welfare Service and Educational Psychology Service
- Ensuring that, where a child who is subject to a Care Plan leaves, their Plan and relevant information is transferred to the new school immediately and that the child's social worker is informed.

All staff need to know the correct procedure for notification within Wombwell High School. This procedure is set out below, accompanied by definitions, signs and symptoms that may be of help to staff.

1. Child Protection Teachers / Governor

Governor responsible for child protection is: - Mrs M Gostelow

Senior teacher responsible for child protection is: - Mr J O Read, Associate Headteacher

Designated staff for child protection are: - Mrs K Elrick, Mrs S Mayes, Mrs J Wistow, Mrs H Crew

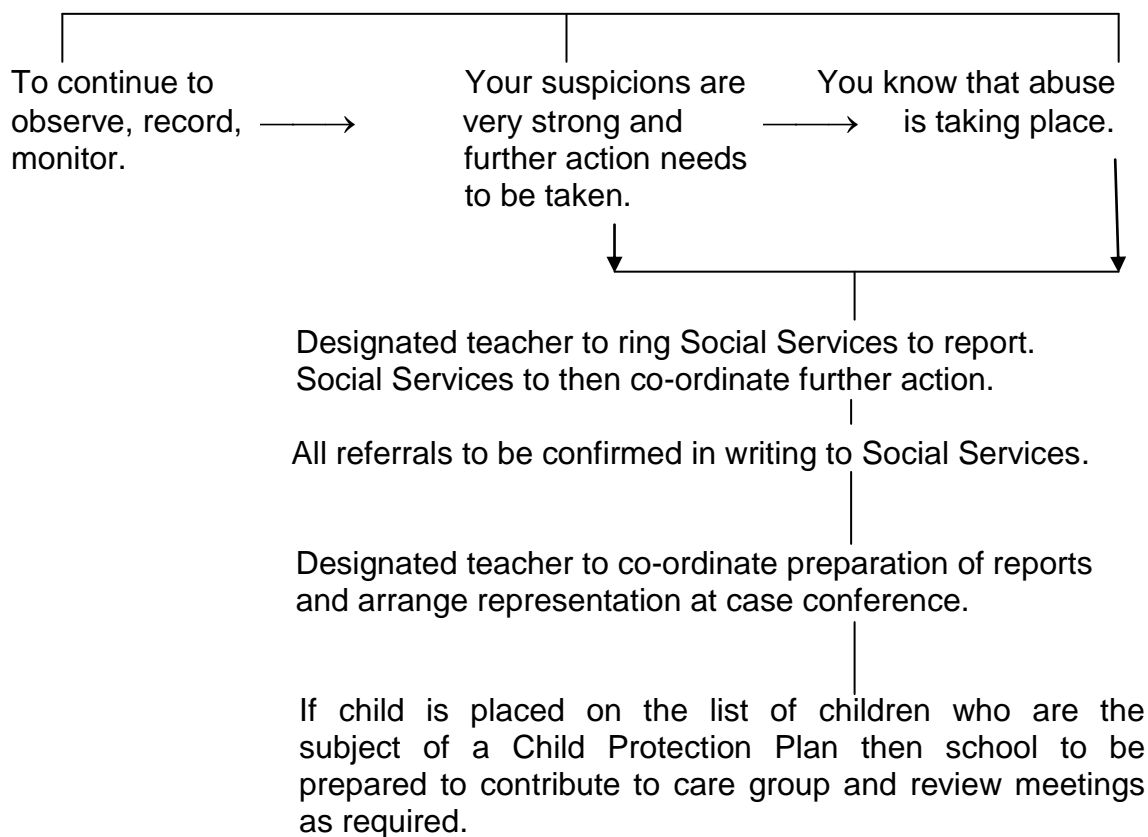
2. Disclosure

As the teacher disclosed to, it is important that you:

- a) stay calm and reassuring
- b) explain that you cannot keep what the child tells you secret
- c) listen but do not press for details – it is better that the child does not have to repeat details unnecessarily
- d) communicate with one of the above designated teachers or Mr J O Read

3. When you suspect child abuse or you feel there is a cause for concern:

- a) Consult a designated teacher or Mr J O Read and they will make an enquiry to find out if the child is subject of a Child Protection Plan.
- b) Make a decision together whether:



4. In the exceptional case where the Headteacher is suspected, the staff member who is made aware of the possible offence should report it to the senior teacher responsible for child protection, Mr J O Read, who in turn should report to the LEA, whose procedures again should be followed.

5. Definitions, Signs and Symptoms

Child abuse is sub-divided by Barnsley into the following five categories: -

- 1. Neglect: - The persistent or severe neglect of a child (for example, by exposure to any kind of danger, including cold and starvation), which results in serious impairment of the child's health or development, including non-organic failure to thrive.

Signs & Symptoms :- constant hunger
poor personal hygiene
constant tiredness

poor state of clothing
destructive tendencies
low self-esteem
poor or no social relationships
running away

2. Physical Abuse: - Physical injury to a child, including deliberate poisoning, where there is definite knowledge, or a reasonable suspicion, that the injury was inflicted or knowingly not prevented.

Signs & Symptoms: - unexplained injuries or burns
nervousness/jumpiness
refusal to discuss injuries
fear of parents being contacted /
unwillingness to go home
bullying
aggression towards others
self abuse
sadistic behaviour

3. Sexual Abuse: - The involvement of dependent, developmentally immature children and adolescent in sexual activities they do not truly comprehend, to which they are unable to give informed consent, or which violate the social taboos of family life.

Signs & Symptoms: - complaints of genital itching or pain
awareness of sexual behaviour inappropriate to age
excessive sexualised behaviour
sudden changes in behaviour or school performance
tendency to cling or need constant reassurance
lack of trust in adults / or of a particular individual
tendency to take over mother role
reluctance to participate in physical activity or to change clothes for PE
stealing
drug, alcohol or substance abuse
fear of medical examinations
difficulty in walking or sitting
bruises, scratches, bite marks

4. Emotional Abuse: - The severe adverse effect on the behaviour and emotional development of a child caused by persistent or severe emotional ill-treatment or rejection. All abuse involves some emotional ill-

treatment; this category should therefore be used where it is the main or sole form of abuse.

Signs & Symptoms: - Often, it is the child who presents no behaviour pattern, and is quiet and withdrawn who may be experiencing emotional abuse.
over-reaction to mistakes
extortion
sexual / racial harassment
acute anxiety
crying
hypersensitive
inability to concentrate
inability to learn despite compliance and seeming understanding
neurotic behaviour (rocking, hair twisting, thumb sucking)

All cases of discrimination against children on the grounds of race, sex, sexuality, class, physical handicap, or learning difficulties, whether institutional or individual, are emotionally abusive. All cases of neglect, physical abuse and sexual abuse are also emotionally abusive.

These categories of abuse are neither exhaustive nor mutually exclusive and all may result in the failure of a child to thrive. A more extensive section on signs and symptoms is contained in the document 'Child Protection in the Education Service - Procedures' which is held by the PA to the Headteacher and by the Associate Headteacher.

If necessary, teachers will be informed if they are teaching a pupil who is the subject of a Care Plan. This information is to be considered highly confidential and a note of the date information was made available and to whom will be kept.

Last Review – March 2011

Next Review – March 2012