



CHILD PROTECTION AND SAFEGUARDING POLICY

Child Protection Contact List

Designated Child Protection Officer (DCPO)	Jonathan Shaw, Vice Principal (Pastoral)	01481 726544
Designated Child Protection Officer (ECJS)	Suzanne Battey (ECJS Head teacher)	01481 722123
Designated Deputy Child Protection Officer (College)	Tim Slann (Head of Year 7)	01481 726544
Designated Deputy Child Protection Officer (DCPO Beechwood)	Liz Brooker (Director of Studies)	01481 722123
Designated Deputy Child Protection Officer (DCPO Acorn)	Jo Atkinson (ECJS Deputy Head teacher)	01481 724993
Director for Child Protection Matters	Russell Clarke	01481 726544
Duty Social Worker (States of Guernsey) Services for Children and Young People, Assessment and Intervention Team	Health and Social Services Initial Assessment Team	01481 723182
Emergency Duty Team (out of office hours)		01481 725241
Guernsey Police Contacts Public Protection Unit (PPU) Police (out of hours)		01481 719419 01481 725111
NSPCC	24 hour helpline for anyone concerned about the welfare of a child	0808 800 5000

Introduction

Elizabeth College and Elizabeth College Junior School (ECJS) fully recognise the contribution it can make to protect and support pupils in the whole college. The aim of this policy is to safeguard and promote our pupils' welfare, safety and health by fostering an honest, open, caring and supportive climate in compliance with the DfE document *Safeguarding Children and Safer Recruitment in Education*, the States of Guernsey recommendations and the Independent Schools Inspectorate regulatory requirements. Pupil safety is of paramount importance in our aspirations.

Aims

- To provide a secure environment, in which the basic rights of each individual are respected, protected and safeguarded.
- To create an atmosphere in which pupils feel at liberty to share concerns about child abuse.
- To create awareness amongst staff of the symptoms of possible child abuse and the correct procedure for dealing with such concerns.

Implementation

In order to fulfil their responsibilities, all staff must

- Have an awareness of the issues which cause children harm, including recognition of the signs and symptoms of possible child abuse.
- Comply with College's guidelines on self-protection for Staff.

- Be familiar with procedures for interviewing pupils about whom there are concerns, and for recording and reporting this information.
- Follow the correct course of action as set out in the school's Child Protection procedures when abuse is suspected.

Roles and Responsibilities

All adults working with or on behalf of children have a responsibility to safeguard and promote the welfare of children. This includes a responsibility to be alert to possible abuse and to record and report concerns to staff identified with child protection responsibilities within the school. *It is unacceptable for any member of staff to keep such concerns to themselves, including concerns about the conduct of another member of staff.*

There are key people within the school and the States of Guernsey who have specific responsibilities. The names of those carrying these responsibilities for the current year are listed at the start of this document.

The Designated Child Protection Officer (DCPO) is designated to take the lead responsibility for child protection. This includes providing advice and support and information to staff as appropriate, liaising with the and other agencies, maintaining CP records for individual children, arranging appropriate training for all staff and liaising with the Islands Child Protection Committee, with the Principal and the Child Protection Director.

The Deputy CPOs are available to give advice and support if the DCPO is unavailable.

The Principal ensures that the time, resources and training are adequate to ensure that the CP / Safeguarding responsibilities of the school, as outlined in Safeguarding Children & Safer Recruitment in Education, are carried out.

The Child Protection Director should oversee the safeguarding role of the school and liaise with the Principal & DCPO in order to report to and advise the full Board of Directors. The Board of Directors has the responsibility to monitor and ensure that all CP procedures, policies and training are in place and appropriate. The Director for Child Protection undertakes an annual review of the College's CP procedures and policies.

Training & Induction

DCPO is responsible for the overall implementation of the school's Child Protection Policy and the co-ordination of school procedures.

- All staff should be reminded of Child Protection and Safe Working Procedures every term. All staff receive refresher training every three years.
- The DCPO will attend regular refreshers and relevant conferences every two years
- All new staff will be made aware of the Child Protection Policy.

Complaints Procedure

Concerns or complaints from pupils, parents or staff should, in the first instance, be brought to the attention of the pupil's Head of Year or the DCPO. All complaints will be recorded and investigated rigorously in accordance with the school's Child Protection procedures.

Evaluation

The DCPO will review this policy every year and update it as appropriate to be in line with best practice, as guided by the DFE document *Safeguarding Children and Safer Recruitment in Education* and the *Islands Protection Committee*. Any deficiencies or weaknesses in CP arrangements will be remedied without delay.

CHILD PROTECTION PROCEDURES

INTRODUCTION

These procedures are integral to the broader pastoral care programme of Elizabeth College. The school seeks to protect its pupils by helping them learn about the risks of possible abuse, helping them to recognise unwelcome behaviour in others and acquire the confidence and skills they need to keep themselves safe.

All the school's teachers have been subject to appropriate background checks and there is a Code of Conduct (see Appendix II, page 8) in relation to their behaviour towards pupils.

The purpose of the following procedures is to protect the pupils by ensuring that everyone who works in the school has clear guidance on the action which is required when abuse or neglect of a child is suspected. The overriding concern of all caring adults must be the care, welfare and safety of the child, and the welfare of each child is of paramount importance to the school.

WHAT IS CHILD ABUSE?

Child abuse falls into four main categories:

- **Neglect:** the actual or likely persistent or significant neglect of a child, or the failure to protect a child from exposure to any kind of danger, including cold or starvation, or persistent failure to carry out important aspects of care, resulting in the significant impairment of the child's health or development, including non-organic failure to thrive;
- **Physical injury:** actual or likely deliberate physical injury to a child, or wilful or neglectful failure to prevent physical injury or suffering to a child;
- **Sexual abuse:** actual or likely sexual exploitation of a child, the involvement of children and adolescents in sexual activities which they do not truly comprehend, to which they are unable to give informed consent or that violate the social taboos of family roles;
- **Emotional abuse:** actual or likely persistent or significant emotional ill-treatment or rejection resulting in severe adverse effects on the emotional, physical and/or behavioural development of a child. All abuse involves some emotional ill-treatment. This is where it is the main or only form of abuse.

School staff should refer to Appendix I (page 6), which gives the characteristic symptoms of abuse in a child. It is recognised that some forms of abuse, such as emotional and sexual abuse, may not show physical signs at all. Further a child may be reluctant or even prevented from disclosing abuse. It is vital that all observations and suspicions are brought to the attention of the designated teacher.

CHILD PROTECTION POLICY

REPORTING: This follows the States of Guernsey Guidelines on Child Protection

1. All members of staff (teaching, administrative and ancillary) should be aware who the Designated Child Protection Officers and Deputies are within Elizabeth College, Beechwood and Acorn House.
2. The designated teacher has responsibility for:
 - ensuring that all teaching, administrative and ancillary staff are aware of the school's child protection procedures;
 - co-ordinating action by staff in cases of suspected child abuse, checking concerns with and reporting to the appropriate welfare services;
 - informing the Principal and through him, the Chairman of the Board of Directors;
 - clarifying with the investigating agencies when, how and by whom the parents and the child will be told that a referral has been made;
 - contributing the school perspective to a child protection conference.
3. Where members of staff are aware of signs which cause them concern, they may attempt to gain clarification from the child. This must be done with sensitivity and care, avoiding leading questions or accusations. **No promise of confidentiality can ever be given where abuse is alleged.** A record should be made of all physical signs and any discussion with the child. The child's clothing must never be removed. **It is not the teacher's responsibility to investigate** but the child must be reassured that the matter will be taken seriously (see Appendix III, page 11).
4. Where a staff member is concerned that abuse may have occurred, he or she must report this **immediately** to the DCPO (or if he is absent to the deputy designated teacher or Principal).
5. The DCPO immediately informs the Principal. In all cases where abuse is suspected or where an allegation has been made by a pupil or a third party that abuse has taken place, or where serious concerns exist about the welfare of the child, the Principal or DCPO initially contacts the Services for Children and Young People, Assessment and Intervention Team for advice. It is not necessary to give any names *at this stage*. All advice given must be recorded and the situation monitored and reviewed. Contact with or referral to Assessment and Intervention Team will not automatically trigger a child protection investigation in every case. If you are unsure, the DCPO can speak to the duty social worker without making a referral, this is called a 'hypothetical discussion'. If there is suspicion of abuse, the welfare agency should be contacted within 24 hours.

In urgent cases a Duty Social Worker can be contacted at anytime (01481 725241).
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6. Having checked and verified the cause for concern, the case is referred formally to the Assessment and Intervention Team by the Principal or DCPO. **If there are concerns that the child may be at risk, the school is obliged to make a referral.** Any subsequent involvement of the Police will be on the advice of the Assessment and Intervention Team. The Chairman of the Board of Directors is informed through the Principal. Unless there are concerns that a parent may be the possible abuser, the parents will be informed immediately. The safety of the child is the school's first priority.
7. If a complaint about possible child abuse is made against a member of staff or a volunteer, the Principal (or the DCPO, if he is not available) must be informed immediately. The above procedures will apply. Where the DCPO is suspected to have abused a child, or such an allegation is made, the reporting member of staff should inform the Principal immediately, who will instigate the normal reporting procedures. Where the Principal is suspected or subject to an allegation, the matter should be reported to the DCPO who will instigate proceedings and inform the Chairman of the Board of

Directors. Where the matter is referred to Assessment and Intervention Team, the member of staff will be removed from duties involving direct contact with pupils and may be suspended from duty as a precautionary measure pending investigation.

RECORD KEEPING

At every stage where a report has been made or action taken regarding suspected child abuse, a written record must be kept. These records are confidential and the Principal may not provide access to persons who are otherwise entitled to see the pupil's school records. (See Appendix V, page 13)

Where a complaint or allegation of child abuse is made against a member of staff, a written record of the complaint and subsequent action taken is held in the staff personnel file. If the complaint is not upheld, the record is cancelled. All complaints of this nature are also to be held in a central register of complaints consecutively numbered and dated by the Principal.

STAFF

1. **Appointment:** The Board of Directors is responsible for ensuring that its recruitment procedures include a check of the possible criminal background of all staff likely to have substantial unsupervised access to the pupils.

2. **Training:**

All staff will be made aware of:

- how to identify the signs and symptoms of possible abuse
- the school's child protection procedures
- how to talk to children about whom there are concerns & how to record & report this information
- the name of the DCPO (and his or her deputy)

The DCPO (and deputy) are familiar with the detail of the school's policy and procedures for child protection, together with the role and responsibilities of the investigating agencies, whom to contact and how to liaise with them.

3. **Guidelines for self protection:**

These guidelines are contained in the Code of Conduct for staff. (Appendix II, page 9)

4. **Allegations against staff:**

The Principal is responsible for ensuring that any complaint made that a member of staff has abused a pupil is thoroughly investigated by instigation of the normal child protection procedures. Where the complaint is against the Principal, the responsibility lies with the Chairman of the Board of Directors.

INFORMING PARENTS

Elizabeth College makes its parents aware of its child protection arrangements by providing a copy of the policy to all parents, via the school website.

EVALUATION

The policy and procedures are kept under review and updated to be in line with best practice as disseminated by the DfE, the States of Guernsey Islands Child Protection Committee and the Independent Schools Inspectorate.

Appendix I:

RECOGNISING ABUSE

Listed below are some of the signs and types of behaviour, which may indicate that a child is being abused. In themselves and in isolation they are not evidence of abuse, but may suggest abuse, particularly if a child exhibits several of them, or if a pattern emerges of when or how a child exhibits such signs or behaviour. If child abuse is suspected, it is necessary to identify what it is specifically, that is causing concern.

IN YOUNGER CHILDREN:	Reluctance to go somewhere or to stay with someone Loss of appetite Clingy, highly dependent behaviour Regressive behaviour Passivity or very compliant behaviour in relation to adults Nightmares, fear of sleeping without a light, reluctance to go to bed Fear of going to school, school problems Unwillingness to undress/change Display of affection in inappropriate ways
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IN OLDER CHILDREN:	Depression Withdrawal/Secretiveness Poor self-image (may neglect grooming and hygiene) Lack of involvement in school activities (grades may fall) Skipping school or avoiding going home Excessively seductive behaviour Running away
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IN DISABLED CHILDREN:	The signs and indicators of abuse for disabled and non-disabled children are fundamentally the same. But for some disabled children signs and indicators may be more difficult to recognise, be harder to untangle – especially if there are communication difficulties/impairment. Symptoms may also be more easily explained away: <ul style="list-style-type: none">• by the impairment or illness• by the medication• as ‘its always been like this’• as attention seeking behaviour• as self inflicted
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Appendix I: continued

More Specific Signs and Types of Behaviour are:

It is the combination of the above symptoms, which could give rise to concern. Any of the above symptoms could be indicative of other conditions unrelated to abuse.

Physical Abuse	
Physical Indicators	Behaviour Indicators
Unexplained injuries or burns, particularly if they are recurrent Untreated injuries or lingering injuries not attended to Bruises and abrasions around the face, particularly if they are recurring Damage or injury around the mouth Bi-lateral injuries such as two bruised eyes Bruising to soft areas of the face, eg cheeks Bite marks Burns or scalds (note the pattern and spread of the injury, eg cigarette burns) Weals suggesting beatings	Improbable excuses given to explain injuries Refusal to discuss injuries Admission of punishment which appears excessive Shrinks from physical contact Refusal/avoiding getting undressed for gym – keeps arms and legs covered in hot weather Fears medical help Self-harming behaviours Aggression towards others Over compliant behaviour or a ‘watchful’ attitude Deterioration in school work Unexplained pattern of absences which may serve to hide bruises or other physical injuries Fears or is reluctant to return home or to have parents contacted

Emotional Abuse	
Physical Indicators	Behaviour Indicators
Signs which may indicate emotional abuse: Delays in physical development, eg milestones delayed or underweight, lethargic (there may be medical reasons for this, medical advice essential) Self-mutilation	Delays in intellectual development Over-reaction to mistakes Continual self-deprecation Sudden speech disorders Social isolation – does not join in and has few friends Extremes of compliance, passivity and/or aggression/provocativeness Compulsive stealing, eg other children’s packed lunches Rocking, thumb sucking, hair twisting, etc Drug, alcohol, solvent abuse Fear of parents being contacted

CHILD PROTECTION POLICY

Appendix I: continued

Neglect	
Physical Indicators	Behavioural Indicators
Signs which may indicate neglect: Constant hunger Poor personal hygiene Constant tiredness Inadequate clothing Untreated medical problems	Social isolation – does not join in and has few friends Low self-esteem Frequent lateness or non attendance at school Destructive tendencies Poor relationships with peers Compulsive stealing and scavenging

Sexual Abuse	
Physical Indicators	Behavioural Indicators
“Love bites” Other bite marks Self-harming behaviours (eg deep scratches/cuts on arms) Tiredness, lethargy Pregnancy or Sexually Transmitted Infections (STIs)	Sudden changes in behaviour and school performance Sexual awareness inappropriate to the child’s age – shown for example in drawings, vocabulary, games, etc. Provocative sexual behaviour Frequent public masturbation Fear of undressing for gym Tendency to cry easily Regression to younger behaviour, eg thumb sucking, playing with discarded toys, acting like a baby Depression and withdrawal

Appendix II:

CODE OF CONDUCT FOR STAFF

Self - Protection for Staff

A. Introduction

In seeking to uphold the best interests of our pupils, Staff must be mindful of their position of trust. This Code of Conduct is intended to assist staff in respect of the complex issue of child abuse, by drawing attention to the areas of risk for staff and by offering guidance on prudent conduct.

B. Code of Conduct

1. Private Meetings with Pupils

- (a) Staff should be aware of the dangers which may arise from private interviews with individual pupils. It is recognised that there will be occasions when confidential interviews must take place. As far as possible, staff should conduct such interviews in a room with visual access, or with the door open.
- (b) Where such conditions cannot apply, staff are advised to ensure that another adult knows that the interview is taking place. It may be necessary to use a sign indicating that the room is in use, but it is not advisable to use signs prohibiting entry to the room.
- (c) In such interviews there should be a desk width between teacher and pupil.
- (d) Where possible another pupil or (preferably) another adult should be present or nearby during the interview, and staff should take active measures to facilitate this.
- (e) A single pupil should not be placed in detention on his/her own unless another member of staff is in the vicinity.
- (f) A teacher should not travel alone with a pupil. Where this is unavoidable, another teacher should be told, the parents notified if possible and the pupil should be seated in the back of the car.

2. Physical Contact with Pupils

- (a) As a general principle, staff are advised not to make unnecessary physical contact with their pupils.
- (b) For example in the coaching and playing of sports and in the demonstration of associated skills, physical contact should be avoided. Staff should be aware that such physical contact is open to misinterpretation by the pupil, parent or other casual observer.
- (c) Following any incident where a member of staff feels that his/her actions have been, or may be, misconstrued, a written report of the incident should be submitted immediately to his/her line manager.
- (d) It is unrealistic and unnecessary, however, to suggest that staff should touch pupils only in emergencies. It may be fitting to give a distressed child the sort of reassurance involving physical comforting that a caring parent would provide, but this is generally only suitable for younger children. Whilst Staff should not feel inhibited from providing this comfort it must be age-appropriate and Staff must be aware that perfectly innocent actions can be misconstrued.
- (e) Staff should never touch a child who has clearly indicated that he/she is, or would be, uncomfortable with such contact, unless it is necessary to protect the child, others or property from harm.
- (f) Physical punishment is not allowed in Elizabeth College, nor is any form of physical response to misbehaviour, unless it is by way of necessary restraint.
- (g) In extreme cases, a teacher might have to physically restrain a pupil to prevent him/her causing injury to him/herself, to others or to property. In such instances, only the minimum

necessary force must be used and a written report of the incident, together with names of witnesses, be given to the Principal.

- (h) With regard to particular circumstances, such as use of areas like the photographic darkroom, the staff in charge should draw up and publish accepted guidelines for use.
- (i) Staff who have to administer first-aid to a pupil should ensure wherever possible that this is done in the presence of another adult or other children. However, no member of staff should hesitate to provide first-aid in an emergency simply because another person is not present.
- (j) Staff should be particularly careful when supervising pupils in a residential setting, or in approved out of school activities, where more informal relationships tend to be usual and where staff may be in proximity to pupils in circumstances very different from the normal school/work environment.

3. Teaching and the Choice and Use of Appropriate Materials

- (a) A teacher should not repeatedly hector a pupil using an excessively loud voice nor repeatedly criticise a pupil to the point of apparent victimisation.
- (b) A teacher should never make sexually suggestive or inappropriate comments about a pupil, even in jest.
- (c) Teachers should avoid teaching materials, the choice of which might be misinterpreted and reflect upon the motives for the choice.
- (d) When using teaching materials of a sensitive nature a teacher should be aware of the danger that their application, either by pupils or by the teacher, might after the event be criticised. Schools have already received advice on the value of consulting parents and Directors when proposing to use materials such as the AIDS education for schools and in connection with sex education programmes.
- (e) If in doubt about the appropriateness of a particular teaching material, the teacher should consult with the Principal before using it.

4. Relationships and Attitudes

Within the Pastoral Care Policies of the school and the employing authority, staff should ensure that their relationships with pupils are appropriate to the age, maturity and sex of the pupils, taking care that their conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought, particularly when staff are dealing with adolescent boys and girls.

Staff should not invite pupils to their own home or meet up with pupils socially. If there is an exceptional cause for any pupil to visit a member of staff's house or similar, the member of staff should seek permission from the Principal or Child Protection Officer. A risk assessment should be made, to include an evaluation of any known factors regarding the pupil, parents and others living in the household. This would not apply to a pupil of the College visiting the son or daughter of a College member of staff.

5. Communication with pupils using technology

Communication with children and staff, by whatever method, should take place within professional boundaries and staff should avoid any personal subject matter. This includes the wider use of technology such as mobile phones, text messaging, emails, digital cameras, videos, webcams, websites, social networking and blogs.

Staff should be circumspect in their communications with children so as to avoid any possible misinterpretation of their motives or any behaviour which could be construed as "grooming". For this reason staff should not have pupils as 'friends' on their personal pages on social network sites such as Facebook.

Staff should not give their personal contact details to pupils, including email, home or mobile telephone numbers, unless the need to do so is agreed with senior management. Internal email systems should only be used in accordance with school policy.

6. Conclusion

It would be impossible and inappropriate to lay down hard and fast rules to cover all the circumstances in which staff interrelate with children and young people, or where opportunities for their conduct to be misconstrued might occur. Nonetheless, any suspicions of abuse or inappropriate behaviour by a colleague should always be reported to the Child Protection Officer or the Principal.

Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions. Staff should always work, and be seen to work, in an open and transparent way.

Appendix III

Guidance for Staff

RESPONSE TO DISCLOSURE OF ABUSE

When a child discloses abuse, the way in which you respond is crucial.

It is important to take the disclosure seriously and make a response that includes all of these five statements in some form.

- I believe you.
- I'm sorry it happened to you.
- I'm glad you told me
- It's not your fault, and never was.
- We can get help, together

Never promise confidentiality

If you suspect abuse or if a child discloses it to you, you are required to report it as soon as possible to the designated teacher or the Principal; or if they are not available to the Children Board or the police.

You should otherwise keep the disclosure confidential. This means respecting the young person's right to privacy except where their safety or well-being is in question. Sometimes you will need to consult with someone about what steps to take, so you will need support for unsettled feelings after receiving a disclosure.

In these situations it is appropriate to talk to another adult about it, keeping in mind the child's right to privacy.

Seven things to do

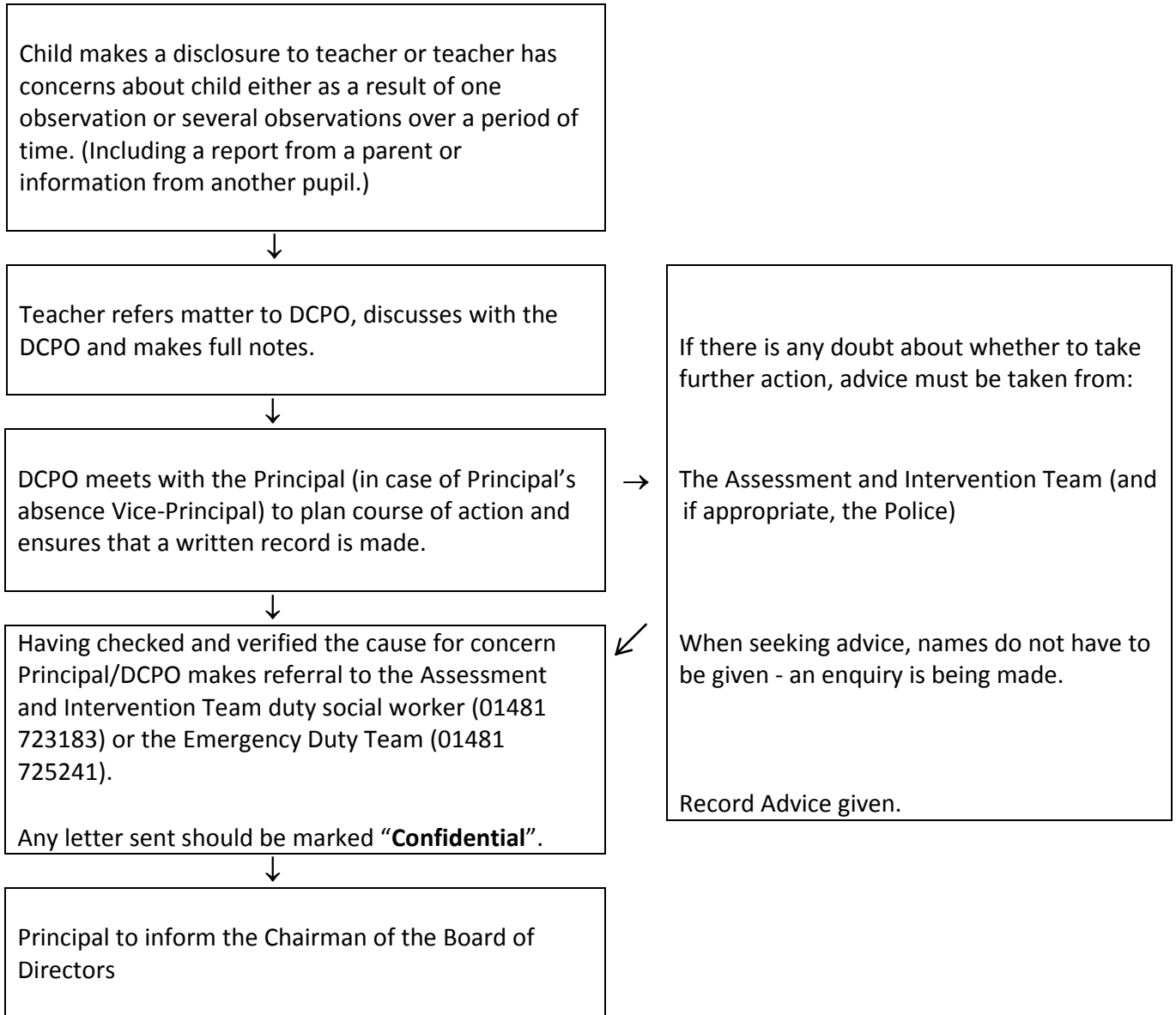
1. Listen
2. Believe, let them know you believe
3. Do not interrogate - it is not your responsibility to obtain details of abuse
4. Affirm whatever feelings the young person has
5. Refer - follow up accepted proceedings
6. Follow up - support the young person after referral as the process can be lengthy and stressful
7. Record dates and content of interviews.

YOU MUST NOT ask leading questions or investigate the allegations of abuse.

1. Appendix IV

PROCEDURES FOR REPORTING AN INCIDENT OF CHILD ABUSE

SUMMARY



Where the DCPO is suspected of child abuse or an allegation is made, the Principal is informed directly. Where the Principal is suspected or an allegation is made against him the designated teacher will instigate proceedings and inform the Chairman of the Board.

Appendix V

Child Protection cause for concern form:

Name of child:		Date of Birth:
Cause for concern to DCPO or deputy DCPO raised by:		
Date and Time:		
Persons present:		
Reason for disclosure:		
Nature of concern of disclosure:		
Signed		
Report passed by DCPO or deputy DCPO to Principal by:		Date:
Further action taken:		
Referral made to Assessment and Intervention Team by:		Date:
Outcome:		
Report Chairman of the Directors by:		Date:

Referral to the Assessment and Intervention Team

The form for referral is available on the following link:

http://www.reconstruct.co.uk/procedures/Guernsey/WebHelp/Guernsey.htm#First_topic.htm