



Safeguarding and Child Protection Policy

Safeguarding & Child Protection Coordinator

The Child Protection Coordinator (CPC) at Shakespeare International Academy is the Admin Coordinator.

Safeguarding & Child Protection Core Group

The Safeguarding & Child Protection Coordinator will call together the Core Group, as appropriate, who will consider all, or any evidence gathered and decide on the action to be taken. The Core Group will consist of the School Principal, the Heads of Department, and the School Social Worker.

The School Admin Coordinator will act as clerk to these meetings. All documentation will be held in locked central storage within the Principal's office.

Where the Core Group decides to set up a sub-group to deal with a specific situation, this group might include Homeroom Teacher/Subject Teacher as appropriate. Information gathered, and the agreed action plan will be shared with the relevant sub-group.

Building Relationships with Students

This can be done by:

- Consulting with students
- Providing someone to talk to
- Providing an appropriate environment
- Supporting learning in class
- Encouraging students to have positive relationships with peers
- Building good student/teacher relationships

Confidentiality

Staff should not give undertakings of absolute secrecy. An abused child or a person disclosing information about abuse is likely to be under severe emotional stress, and the staff member may be the only person whom the child or adult is prepared to trust. When information is offered in confidence, the member of staff will endeavor to reassure the child or adult, whilst explaining that the matter will be shared only with people who need to know about it to follow procedures aimed at safeguarding their welfare.

What do we hope to achieve?

- A positive self-image.
- Respect for self and others.
- A caring approach to others.
- The ability to take responsibility for oneself and one's actions.

The School Needs to be a Safe, Caring Environment Where we:

- Actively promote the self-esteem of the children.
- Have the child at the center of our philosophy.
- Encourage independence, self-confidence and assertiveness in the children.
- Offer a curriculum which provides the opportunity to discuss emotions, relationships, etc. through elements of the wider curriculum.
- Establish good links with parents and other professionals working with children in our school.
- Provide a curriculum where children can solve problems and are able to make decisions and choices.
- Respect each other regardless of gender, race, creed, or color.
- Have clear policies on health education, equal opportunities, behaviour and bullying.

The Role of the Admin Coordinator

- To make all staff aware of the school's policy.
- To liaise with outside agencies such as School Social Workers and psychologists.
- To liaise with other staff who offer pastoral care.
- To ensure that there is a format for the recording of incidents and that procedures are followed as well as records maintained.
- To make referrals and monitor these referrals afterwards.
- To write reports and record information as necessary.
- To attend child protection conferences.

- To raise staff awareness on an annual basis.
- To review, revise and maintain the Safeguarding & Child Protection Policy within the school.

The Role of the Class/Subject/Homeroom Teacher

During the assessment process, teachers may be expected to provide information about:

- Attendance
- General manner in school – attendance, moods or mood swings, appearance, etc.
- Ability and performance in work
- Social development
- Attitudes towards adults
- Behavior
- Self-confidence
- Physical ability
- Observations of the child at play
- Any strengths or weaknesses not mentioned above
- Known behaviour, interests or unusual routines outside school
- Parents attitudes towards school
- Any other relevant information

The Management of Suspected Abuse

The following categories form the criteria for registration on the Safeguarding & Child Protection Register:

- Neglect
- Physical injury
- Physical/Sexual abuse

- Emotional abuse
- Self-harm or abuse

The notes in Appendix A provide guidance. If a member of staff is in doubt about signs or indications of abuse, alert the Admin Coordinator. Staff should only ask students openended questions in relation to suspected abuse. They should not “investigate”.

General Points

Information, which needs to be available to all staff, will be shared at staff meetings. Information is for “professional use” and should remain absolutely confidential outside of the school.

Information might include:

- Details of actual or suspected physical abuse.
- Parental non-contact details following legal decisions.
- Mood swings, aggression and/or bad temper.
- Withdrawal by child and wanting to be on his/her own.

All staff must be aware of this policy, of the procedures outlined and where further details and guidance are stored.

Staff referrals and Child Protection records will be kept by the Child Protection Coordinators within the school’s, under lock and key. Parents do not have a right of access to these files.

Appendix A Need for Protection – some indicators

Appendix B Questions which might establish a cause for concern

Appendix C The order of procedure for all staff in school

Remember:

- Ask open-ended questions.
- Do not investigate.
- Record, date and sign observations.
- Try to identify patterns

Appendix A (Safeguarding & Child Protection Policy)

Need for Protection – Some Indicators

Physical Abuse

Physical Indicators	Behavioral Indicators
Unexpected bruises (in various stages of healing)	Self-destructive
Welts, human bite marks, bald spots	Withdrawn or aggressive behaviour
Unexplained burns, especially cigarette or immersion burns (glove like)	Uncomfortable with physical contact
Unexplained lacerations, fractures or abrasions	Arrives at school early or stays late as if afraid to be at home
	Chronic runaway (teenagers)
	Complaints of soreness
	Wears clothing inappropriate for weather to cover body

Neglect

Physical Indicators	Behavioral Indicators
Abandonment	Tired or listless, falls asleep in class
Consistently unattended medical needs	Steals food, begs for food from classmates
Consistent hunger	Reports that there is no caretaker at home
Inappropriate dress, poor hygiene	Frequently absent or late
Lice, distended stomach, emaciated	Self-destructive

Child Sexual Abuse

Physical Indicators	Behavioral Indicators
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Torn, stained or bloody underclothes	Withdrawal, chronic depression
Pain or itching of genital area	Poor self-esteem, self-devaluation, lack of confidence
Difficulty with walking or sitting	Peer problems, lack of involvement
Bruising or bleeding	Massive weight change
Avoidance of lessons, especially PE	Threatened by physical contact
Frequent urinary or yeast infections	Hysterical, lack of emotional control
	Sudden school difficulties

The above factors are not designed as a checklist – if in any doubt about signs or indications.

Common Sites for Accidental Injuries	Common Sites for Non-Accidental Injuries
Forehead	Eyes: Bruising, black (particularly both eyes)
Nose	Skull: Fracture, bruising or bleeding under skull (from shaking)
Chin	Cheeks: Bruising, finger marks
Mouth	Mouth: Torn frenulum (ligament behind upper lip)
Spine	Neck: Bruising grasp marks
Elbows	Shoulders: Bruising grasp marks
Forearm	Upper & Inner Arms: Bruising grasp marks
Hips	Knees: Grasp marks
Knees	Thighs: Grasp marks

Commonest Forms of Physical Child Abuse	Indicators for Suspicion for Non-Accidental Injury
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<p>Fingertip bruising caused by the child being slapped</p> <p>Bruising of the face or head</p> <p>Thumb marks under the clavicles – bilateral</p> <p>Mouth injuries – torn lips, gums, frenulum</p> <p>Ear injuries</p> <p>Bilateral black eyes – from a fist punch</p> <p>Abdominal injuries</p> <p>Any burn indication</p>	<p>Child brought late for medical examination and treatment</p> <p>medical neglect</p> <p>Inappropriate parental reaction – affect abnormal</p> <p>Child's appearance and interaction with the parents are abnormal</p> <p>Complicated history</p> <p>What the child says-Record and date if appropriate</p>
Commonest Forms of Physical Child Abuse	Symptoms of Emotional Abuse

Mood changes, tantrums and aggression Sleep and eating disorders Anxiety, depression and despair School failure, truancy Lies, stealing Unexplained money Poor peer relations Running away from home Withdrawal, secretiveness	Lack of parent/child bonding - pushes child away, child clings then gives up Sanctions of self-esteem - endless criticism, negative all the time Lack of special/quality time - parents' lack of time, inability to play Sanctions of interpersonal skills - lack of befriending Discipline and control - a big issue
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Appendix B (Safeguarding & Child Protection Policy)



Making a Start



Think of a child of whom you have concerns. Can you answer the following questions?

- Is the child average weight/height?
- Is the child clean and well kempt?
- Does the child glow with health - do you know of any health problems?
- Is attendance regular, are absences straightforward?
- Does the child concentrate well?
- Is the child achieving satisfactorily?
- Is the child withdrawn, aggressive, and moody?
- Does the child understand "taking turns"?
- Can the child use personal experiences for creative work?
- How does the child respond to adults?
- Who are the child's friends?
- Are those relationships equal?
- Does the child have irritating habits?
- What do you know about the child's home life?

Appendix C (Safeguarding & Child Protection Policy)
Procedures for All Staff within School

Concerns		Monitor
Suspicion/Allegation of Abuse <ul style="list-style-type: none"> • Disclosure by young person • Report by another person • Anonymous communication • Your observation/s 	 	Record
Consult		↓
School Child Protection Coordinators	→	Record

Action		↓
Report Concern to: School Child Protection Coordinators School Coordinator Nurse School Principal	→	Record
Confirmation		↓
Any verbal referral must be followed by a completed form to Child Protection Coordinators and School Principal.	 	Record

Commitment		↓
You may be asked to attend the Child Protection Conference	 	Record
Review		↓
Provide additional Information as appropriate	→	Record

Report if required		↓
External Agencies as appropriate.	→	Record

AAS Safeguarding & Child Protection Recording Sheet

Student Name: _____ Date: _____

Grade Level: _____ Time: _____

Please ensure passing the below mentioned information to the Child Protection Coordinators and the **Committee when needed**.

ANY CONCERNS REGARDING A STUDENT MUST BE RECORDED AND PASSED ON Staff should not make any undertakings to absolute confidentiality

Staff should not investigate a situation

Suspected an Emotional Abuse	Suspected a Physical Abuse	Suspected a self-Harm Abuse	Suspected a Sexual Abuse	Suspected a Neglect Case
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Details of Concern (Please give full factual details including dates and times):

Signed:

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Time Opened:

By Whom:	Date:	Signed: