



**SZKOŁA PRZEDMIOTÓW OJCZYSTYCH
IM. MIKOŁAJA REJA
MIKOŁAJ REJ POLISH SCHOOL
P.O. BOX 57919, LONDON W4 3RW**

www.polskaszkolachiswick.org

Mikołaj Rej Polish School **Child Protection Policy**

(Adopted 2 July 2005)

Aims

The child protection policy seeks to support the child's development in ways which foster security, confidence and independence. It is central to the well being of the individual and has to be seen as an integral part of the academic and pastoral activities of the school.

The aim of these procedures is to make sure that children who are being abused get help quickly. All members of teaching and non-teaching staff should be familiar with this policy and be prepared to deal with children's problems.

It is the moral and legal duty of all adults in charge of children to be ready to protect children in danger of abuse. Education staff have a responsibility to observe, monitor and refer suspected abuse.

Additional Child Protection Aims

To encourage all children towards a positive self image.

To equip children with the appropriate tools to make reasoned, informed choices, judgements and decisions.

To provide a model for open and effective communication between members of the school community.

This policy aims to fulfil Mikołaj Rej Polish School's statutory responsibilities and obligations that maybe in force from time to time.

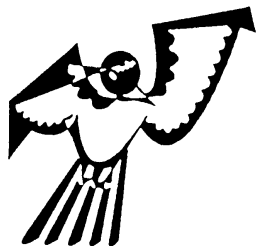
Key Personnel

Headteacher and Child Protection Co-ordinator:

Mrs. K. Oliffe

Curriculum

The aims of child protection are intrinsic to much of the classroom activity in Mikołaj Rej Polish School. The everyday conduct of school business is based on mutual regard and respect between members of the school community.



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Legal

A considerable responsibility has been put onto teachers and schools by the Children Act. It is the legal and moral responsibility of teachers and schools to identify children in need of protection. Under the Children Act 1989 Section 47 (1) the Local Education Authority has a statutory duty to investigate where they:

- a) are informed that a child who lives, or is found in their area
 - (i) is the subject of an emergency protection order; or
 - (ii) is in police protection; or
- b) have reasonable cause to suspect that a child lives, or is found in there area is suffering, or is likely to suffer, significant harm.

It is often a difficult task to identify children at risk and not one to be tackled alone. In some cases fears will be unjustified, but this should not stop staff expressing concern or seeking help. In the majority of instances the task of the teacher will be to identify potential problems and pass those concerns on to agencies trained to deal with the situation. Under no circumstances should concerns go unreported.

If you consider that a child in your care is in need of protection, report the facts in confidence to the Child Protection Co-ordinator as soon as possible.

Abuse

The abuse of children can take many forms, all of which are horrific, and the legacy of which can affect the remainder of the child's life. It is often not enough to put a stop to abuse, the child usually needs long term support and rehabilitation. As teachers we may often not be the agency that can stop the abuser, but we can usually give help and support. The categories of abuse used by the Department of Health are listed below. The indicators in this document are those which are likely to be picked up by teaching staff. Some indicators are seen in more than one kind of abuse. In every case an indicator is not proof positive, but should act as a warning sign if seen in conjunction with other indicators.

1. Sexual

Actual or likely sexual exploitation of a child or adolescent.

This is the most difficult form of abuse for teachers to become aware of or identify. The child is unlikely to directly complain and for too many people the symptoms are never picked up. Any hint of a suspicion should be reported in confidence to the Child Protection Co-ordinator, who must brief the headteacher. The headteacher will immediately start an investigation and inform the LEA. Keep a personal record of events in a secure place. This kind of abuse can lead to very serious criminal charges. (See record keeping).

Indicators which may be displayed in school

Physical: pregnancy



self mutilation

Behaviour: running away
depression
under achieving at school
over achieving at school
truancy
social isolation at school
promiscuity
low self esteem
pseudo-adult behaviour
rage attacks
drug, alcohol or other substance abuse
hysterical attacks
poor concentration at school
compulsive washing
poor emotional control
chronic sense of personal injustice

2. Physical

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 Syndrome by Proxy.

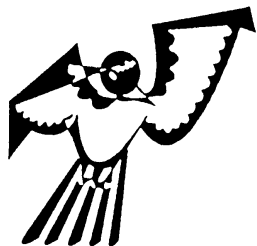
This is often easier to identify, as the child will display physical injuries. In this case it is important to differentiate between normal "wear and tear" of everyday life and systematic deliberate injury. Ask the child how it was injured, do not assume all injuries are accidental. If you are not satisfied with the answers see the Child Protection Co-ordinator who will commence an investigation. If the abuse is the result of bullying in school the headteacher should be informed as soon as possible.

Some of the indicators of this form of abuse are only evident after medical examination. Those given below are those that might reasonably be picked up in a school.

Indicators

Physical

- Normal bruising occurs over bony prominences of unprotected areas – e.g. forehead, nose, shins and forearms. Bruising in unusual places are cause for concern – e.g. buttocks, back, front of chest, abdomen, neck, ear and upper arms.
- Bruising in the shape of finger tips.
- "Purple ear" (bruised ear) is very uncommon in normal accidents BUT commonly found in child abuse.
- Two black eyes are rarely accidental, and only likely to have been caused by an accident if the middle of the forehead or the bridge of the nose is also bruised.



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- Deliberate burns are likely to have a regular shape with a clearer outline than accidental burns.
- Burns to the mouth and lips rather than the inside of the mouth.
- Burns on the back of the hand.
- Immersion burns caused by dipping part of a child's body into hot water, this tends to produce uniform burns with clear demarcation lines.
- Splash burns caused by hot water or drinks being thrown or poured onto the child.
- Cigarette burns are identifiable as small circular areas of skin loss, almost impossible to cause by accident.

Behavioural

- Non-compliant.
- Expression of more negative emotions than other children.
- Less interactive, more inhibitive and more aggressive with peers.
- More likely to self-harm or abuse solvents.
- Language and development delay.
- Low self-esteem.
- For children with special needs, a change in behaviour maybe seen.

3. Neglect

The persistent or severe neglect of a child 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 the significant impairment of the child's health or development, including non-organic failure to thrive.

The signs of neglect are much more obvious, but are likely to need investigation by Social Services over a period of time. While the reasons for the child's neglected state may be complex, our response is simple. This should be reported to the Child Protection Co-ordinator who will contact Social Services to investigate.

Indicators

Physical

- Child undersized, not eating regular meals.
- Inappropriate dress for the weather conditions.
- Clothing smelly or dirty.
- Reluctance to see School Nurse or other health workers in the school.
- Child persistently dirty or smelly.

Behavioural

- Blank facial expression.
- Weak response to discomfort.



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4. Emotional

The rejection of, denial of love to, constant criticism of a child resulting in or likely to result in a severely adverse effect on the emotional behavioural development of a child. All abuse involves some emotional ill-treatment.

This is a very difficult abuse to define and rectify. It is often difficult for stressed adults to draw a line between the effective and acceptable methods of disciplining children and emotional abuse. Responsible adults have a duty to apply sanctions to help children respond properly to the demands of society. Children often feel very aggrieved when parents and teachers curtail their activities and limit their freedom of action. This will often cause children to complain loudly and bitterly.

However, children should not be frightened of any adult in whose care they fall. If pupils are scared of reports of minor indiscipline being reported to parents there is a problem. This should be followed up by the teacher concerned.

Colleagues should remember that the purpose of school sanctions is reform not retribution.

Indicators

- Stunted physical development.
- Disturbed eating patterns.
- Delayed mental development.
- Poor social adjustment
- Lack of alertness and poor response to stimulation.
- Infrequent vocalisation.
- Infrequent smiling.
- Rocking.
- Self injury.
- Not seeking comfort.
- Pseudo-mature behaviour and role reversal.

Handling the immediate situation.

The suggestions below are offered as an aid to dealing with a child's disclosure. Circumstances will make some suggestions inappropriate, however, staff should try to follow the spirit of the guidance.

1. Believe the child.
(You're brave and strong to tell me. You're not to blame).
2. Acknowledge the child's distress and agree the next step place / time/ confidentiality / person.
(I will have to tell somebody else if somebody is hurting or frightening you or someone you now. I will tell you what I am going to do).
3. Find a safe setting for the conversation where the child feels at ease.



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4. Workout with the child what they want told to the class as the reason for the distress, if any.
5. Be aware that the same lesson topics / activities may prompt disclosure.
6. Know where a supportive colleague is.
7. Acknowledge with the class that one of the class is in distress at the moment and will be looked after.
8. Be aware of the child's and your own gender, race, disability and sexual orientation. Is it necessary to involve an appropriate colleague as soon as possible.
9. Acknowledge the wishes of the child with whom they wish to speak.
10. Rehearse the words and language you might use in a disclosure situation.

Evidence

The collection, recording and storage of evidence is a vital part of child protection. Abuse can lead to serious criminal charges and a members of staff can be called to give evidence under oath in court.

All evidence and disclosures made by a child should be recorded as soon as possible after the event This should be done within 24 hours, preferably before leaving school on the same day. If staff need cover or support in order to get this task done, contact the senior member of staff responsible for cover.

The evidence should be passed to the School's Child Protection Co-ordinator, who will store it in a secure file and take any action deemed necessary (i.e. referral to Social Services). Staff should also keep a personal copy, in a safe , secure place in case they are required to give evidence at a later date. **NO OTHER COPIES SHOULD BE MADE OR CIRCULATED.**

When a child discloses information, it may be tempting to respect the child's request to take the matter no further. *It is not possible for staff to fulfil their obligations under these conditions, ALL abuse must be recorded and reported.* It is essential to respect the confidentiality of information received, which should only be passed on to the designated colleagues.

In school follow up

Once a child has been reported via the Child Protection Co-ordinator, the Inter-Agency procedures come into action. The Social Services Department has a statutory duty to intervene in child protection cases. The school will provide evidence and participate in case conferences. In most cases the child will remain in school and will need support.



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Children often feel demeaned by the act of disclosure and believe that the adult in whom they confided has lost respect for the individual. This is to be avoided, staff in this position should make every effort to greet the child and spend time in conversation on unconnected issues to establish the fact that normal relations continue.

The disclosure of the details of abuse can be very harrowing causing great distress for the recipient of the information. Staff may choose to share this burden with close friends and colleagues. This is quite a natural and proper response, provided confidentiality is maintained. Some people may feel it inappropriate to share this burden in this way, but have a need for advice and support. The Child Protection Co-ordinator can arrange for colleagues to receive professional advice and counselling.

Colleagues who have reported abuse have a natural concern that the incident is being dealt with correctly and that their child is being dealt with correctly and that the child is being protected. It is the duty of the Child Protection Co-ordinator to keep referring to staff informed of the progress of the investigations and actions. The Headteacher and any designated Deputy should also be kept informed.

The Child Protection Co-ordinator will always keep the Headteacher briefed. Together, they will decide which members of staff need to be informed. The Child Protection Co-ordinator will ensure relevant information is shared sensitively and confidentially.

Who deals with the Abuser?

| Abuser | Agency |
|--------------------------------------|------------------------------------|
| Parents and other adults in the home | Social Services Police NSPCC |
| Adults outside the home | Police NSPCC |
| Other children | School Parents Police NSPCC |
| Adults in school | LEA Police Headteacher |

Referrals

In Mikolaj Rej Polish School the Child Protection Co-ordinator is **Mrs. Krystyna Oliffe**.

In all cases where a cause for concern has been established the facts must be passed to the Child Protection Co-ordinator as soon as possible for further action.



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Allegations against the teaching or non-teaching staff must be reported to the Headteacher (or Deputy if not available) without delay. If the allegation concerns the Headteacher report the matter to the most senior member of staff available (a Deputy Head) who will immediately contact the LEA. If there is clear evidence that a criminal act has taken place the Headteacher or Deputy has a duty to report the matter to the Police.

The Child Protection Co-ordinator is responsible for making direct referrals to the following:

- Social Services Offices.
- Social Service Emergency Duty Team (out of hours).
- Police Child Protection team.
- Local Police Stations (out of hours).
- NSPCC (as necessary, when no adequate response is available from the above).
- The Headteacher, who will notify the LEA.

The initial referral should be made by telephone, and confirmed in writing within 3 working days.

The staff taking referrals will seek the following information, but the referral should not be delayed if these are not immediately available:

- Name, designation, address and telephone number of referrer.
- The child's name, date of birth, address and detail of other family or household members; details of other significant adults/children.
- The name of the G.P.
- Ethnic origin of the child and family and language spoken.
- Detail of concern.
- Detail of the incident, e.g. date, time, what the referrer was told and by whom, what they heard or observed, what they said or did.
- The nature of the child's and family's relationship with the referrer (i.e. pupil/teacher).
- The child's past and present circumstances and behaviour.
- Details of agencies known to be involved.
- Has the family been informed that a referral has been made?
-

Following up referrals

As a result of the investigations the school may be asked to release an appropriate member of staff for a case conference or to give evidence. Colleagues are advised to keep personal notes in a secure place that can be referred to at a later date.

The school will be expected to provide the following evidence:

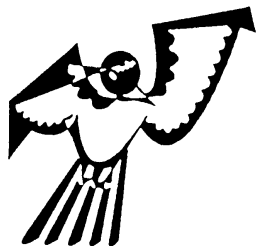
- Information on academic achievement.



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- Information on peer relationships.
- Attendance.
- What the child has said to the teacher(s).
- Behaviour of the child.
- Demeanour of the child.
- Relationship with Parent.
- Parent's relationship with the school.



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Mikołaj Rej Polish School
Child Protection Data Form

CONFIDENTIAL

N.B. Only one copy of this form should exist in school and should be kept in a secure place in the charge of the Child Protection Co-ordinator. The data on this form will be needed by child protection agencies outside school but may only be passed to suitably authorised persons.

| | | |
|---|---------------------------------|--|
| Child's name: | | |
| Address: | | |
| Date of birth: | | |
| Family members and significant others: | | |
| Ethnic origin of child/family: | | |
| Name of G.P. | Language spoken in home: | Have the family been informed of referral? (Yes/No) |

| | |
|----------------------------|--|
| Referring Adult: | |
| Position in School: | |

| |
|---|
| Relationship between child/family with referrer (usually pupil/teacher): |
|---|



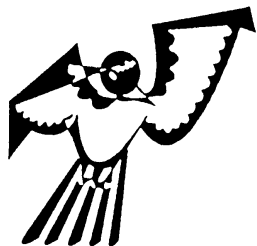
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Agencies already involved with child (where known):

Detail of concern (including apparently significant indicators):

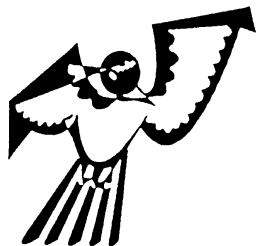
Detail of incident (date, time, what the referrer was told, and by whom, what was heard or observed, what they said or did):



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Child's past and current circumstances and behaviour:



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Child Protection Follow Up Form

CONFIDENTIAL One copy only, to be kept in a secure place.

| | | |
|----------------------|--------------|--------------|
| Child's name: | Form: | Date: |
|----------------------|--------------|--------------|

| |
|------------------------------|
| Academic achievement: |
|------------------------------|

| |
|---------------------------------|
| Relationship with peers: |
|---------------------------------|

| |
|--------------------|
| Attendance: |
|--------------------|

| |
|--|
| What child has said to teachers that has given cause for concern: |
|--|

| |
|-------------------|
| Behaviour: |
|-------------------|

| |
|-------------------|
| Demeanour: |
|-------------------|

| |
|--|
| Child's relationship with parent: |
|--|



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Parent's relationship with school:

CoP stage:

Agency notified:

Contact person:

Telephone number:

Date of case conference:

School representative:

Others present:

Action to be taken:

By whom:

When:



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Other information: