

We are committed to safeguarding the welfare of our students and as part of this we implement a child protection policy in line with guidance laid down by the Guernsey Child Protection Committee and the UK's *Safeguarding Children and Safer Recruitment in Education* (2007) requirements. CRB checks/Vetting and Barring procedures are followed for the appointment of **all** staff and adults who work with the girls. Parents can feel confident that strict procedures are in place to ensure that all teaching and support staff and voluntary helpers are suitable to work with children. A copy of our Child Protection Policy is attached below for your information.

## **The Ladies' College Child Protection Policy**

The Ladies' College recognises its duty to work with other agencies in protecting children from harm and responding to abuse in accordance with the requirements set out in *Safeguarding Children and Safer Recruitment in Education* (2007).

### **Aims:**

To ensure all staff:

- follow the Inter-agency Guidelines and child protection as laid down by the Guernsey Child Protection Committee.
- know and understand the procedures to be followed concerning the referral of any students from our college in relation to child protection issues.

### **Key points:**

The College's Child protection Officer is Ms Riches and in her absence Mrs Pearson. They have both received appropriate training.

The College supports Child Protection Courses run by the Board of Health and there is considerable expertise regarding recognising and responding to Child Abuse within our staff.

Parents are informed of the College obligations concerning Child Protection via the College's website, portal and information provided to prospective parents.

Effective links with agencies are encouraged: Social Services, Child and Adult Mental Health Service, Education Welfare, Education Psychology Service

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The Governing Body undertakes a regular review of the College Child Protection Policies and procedures.

The six categories of Child Abuse are:

- Physical Abuse
- Neglect
- Failure to thrive

- Emotional abuse
- Sexual abuse
- Grave concern

## **Procedures applied at Ladies' College**

Staff should:

- Establish and maintain an environment where girls feel secure and have a sense of being valued
- Include opportunities in the Curriculum for girls to develop the skills to recognise and stay safe from abuse
- Ensure the girls know that there are adults in the College whom they can approach if they are worried
- Listen and respond to students with care and respect but avoid asking leading questions
- Always work in an open environment and encourage open communication with no secrets. Do not have favourites.
- Be aware of your behaviour, ensure it is appropriate, in order to protect students and yourself. Be aware of the potential for misunderstanding when touching. Consoling a child who is upset should involve no more than a gentle hand on the arm.
- If it is necessary to restrain a child because they are an immediate danger to themselves or others or to property then the minimum amount of force should be used for the shortest amount of time.
- Always report any incidents between you and a child to Year Coordinator, Deputy Principal or Principal .
- Staff are expected to treat information they receive about a student in a discreet and confidential manner.
- Staff should be aware that they are role models and they should promote a positive and professional image.
- Staff should not establish or seek to establish social contact with pupils for the purpose of securing a friendship or to pursue or strengthen a relationship.
- Internal e-mail should only be used in accordance with school policy.
- Do not place yourself or girls at risk of allegations of harm e.g. one to one tuition or coaching in an isolated area, conveying a pupil by car, engaging in inappropriate electronic communication with a pupil
- Support girls who have been abused in accordance with her agreed Child Protection Plan
- If a girl transfers schools who is on the Child Protection register then any information should be transferred immediately to the new school and the social worker informed
- If a student asks to speak to you about a private matter never promise confidentiality
- Any member of staff who has knowledge or suspicion that a student is being abused or is at risk of being abused should refer their concerns immediately to the School's Child protection Officer. Complete the Referral Form and be aware that this may be shown to Parents
- The responsibility for investigating any allegations does not rest with the College. This will be the responsibility of the Children's Board and/or Police.

## **Appendix:**

The following are provided as a guide to injuries which may indicate non-accidental cause ie, signs of possible abuse. If any member of Staff has concerns they should mention to Form Tutor, Year Coordinator, Deputy Principal or Principal all depending on the injury.

### **1. Physical Abuse**

Determining whether an injury is accidental or non-accidental is a skilled job. It requires a full assessment of the injury, explanation, history and circumstances. This is not the role of a teacher.

There are, however, a number of injuries which should be regarded with concern and may indicate a non-accidental cause. Some may need medical assessment and treatment, occasionally urgently. Injuries need to be accounted for.

Inadequate, inconsistent, or excessively plausible explanations, or a delay in seeking treatment for the child, should signal concern.

#### **Physical 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.

### **2. Neglect**

Severe neglect is often characterised by the child being underweight, small in stature and with a poor physique. The care of neglected children is often poor and they present as unwashed, unkempt and inadequately fed and clothed (eg thin cotton dresses and plastic sandals in snow). However, poverty, deprivation and neglect are not the same thing. Children may live in poverty but only a small number of these will be neglected.

Assessment over time and with the help of other agencies is vital.

#### **Physical indicators**

Signs which may indicate neglect:

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Inadequate clothing
- Untreated medical problems

### **Behavioural indicators**

- 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
- Rocking, hair twisting and thumb sucking

## **4. Emotional Abuse**

Emotional abuse is often the most difficult to detect.

A child might be clean and physically cared for but be emotionally neglected. The parent's carer's attitude to the child might be characterised by coldness, hostility, disinterest. They may resort to scapegoating or humiliating the child and the giving of age inappropriate responsibilities. They may give the impression that the child can never please, or may have expectations which are inappropriate, excessive or unrealistic.

### **Physical indicators**

Signs which may indicate emotional abuse:

- Delays in physical development, e.g milestones delayed or underweight, lethargic (there may be medical reasons for this, medical advice essential)
- Self-mutilation.

### **Behavioural indicators**

- 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, e.g other children's packed lunches
- Rocking, thumb sucking, hair twisting, etc
- Drug, alcohol, solvent abuse
- Fear of parents being contacted

## **5. Sexual abuse**

Sexual abuse affects a child or young person emotionally and physically. It is difficult to detect as the physical indicators are not directly visible. Often the indicators that a child is being sexually abused are exhibited through behaviour. Sexual abuse occurs in every class, cultural and occupational group. Sexually abused children may take refuge in an appearance of normality, eg some children immerse themselves in schoolwork as a way of 'blinking out' the abuse.

Emotional and behavioural difficulties may result for example from abuse to neglect, physical or mental illness, sensory or physical impairment, or psychological trauma. In some cases emotional and behavioural difficulties

may arise from or be exacerbated by circumstances within the school environment, for example, a change in teacher or routine. (The Education of Children with Emotional and Behavioural Difficulties, Circular No. 9/94 DFEE 1994.)

**Physical indicators**

- 'Love bites'
- Other bite marks
- Self-harming behaviours (eg deep scratches/cuts on arms)
- Tiredness, lethargy
- Pregnancy or Sexually Transmitted Infections (STIs).

**Behavioural indicators**

- Sudden changes in behaviour and school performances
- 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