



Etnokultūros ir dramos mokykla *Bite*
Lithuanian Ethnoculture & Drama school *Bite*

School Policies
Child protection
Safeguarding
Health and Safety

Tunstall Children Centre

Tunstall Road

Croydon

CR0 6TY

Tel.: 075 256 38 254

2018

The Designated Person in school for Child Protection is:
Virginija Stukaite-Laniauskiene

In his/her absence the Designated Person for Child Protection is:
Aurelija Mulier

Purpose of regulation: To inform school staff of their responsibilities when working with children

Regulation applies to: School staff who works with children

Date of Approval: 5th September, 2012

Annual review: each year 3rd September

Local contact

Multi Agency Safeguarding Hub (MASH) 020 8726 6464.

LADO: Steve Hall: 020 8726 6000 Ext.84322

Introduction

Lithuanian Ethnoculture and drama Saturday School "Bite" (latter – "School") fully recognises its responsibilities for child protection.

We understand the term safeguarding to mean that we will take all reasonable measures to ensure that the risk of harm to children's welfare is minimised. We also understand that where we have any concerns about a child's welfare we will take all appropriate action to address those concerns by working in full partnership with other agencies.

Our school procedures for safeguarding children will always be compliant with the London Child Protection Procedures produced by the London Safeguarding Children Board. Those

procedures which have been adopted by the Croydon Local Safeguarding Children Board are available from <http://www.londonscb.gov.uk/procedures/>.

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. All staff and volunteers must be DBS checked.
- 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 is 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 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 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.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters.
- 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 pupil on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

Keeping children safe

All children at School must be able to place their trust and confidence in any adult working in the school. They must feel sure that they can speak about any worries or concerns they may have and that they will be listened to, taken seriously and responded to appropriately. All staff must therefore know what to do if a child chooses to talk to them about any matter which raises child protection concerns.

All staff must:

- Listen to what the child is saying without interruption and without asking leading questions.
- Respect the child's right to privacy but not promise confidentiality
- Reassure the child that he/she has done the right thing in telling.
- Explain to the child that in order to keep him/her safe from harm the information that has been shared with must be passed on.
- Record, as soon as is practicable, what was said using the child's actual words.
- Sign and date the record.

The Designated Person for Child Protection will:

- Assess any urgent medical needs of the child.
- Consider whether the child has suffered, or is likely to suffer significant harm.
- Check whether the child is currently subject to a Child Protection Plan or has been previously subject to a Plan.
- Confirm whether any previous concerns have been raised by staff.

- Consider whether the matter should be discussed with the child's parents or carers or whether to do so may put the child at further risk of harm because of delay or the parent's possible actions or reactions.
- Seek advice if unsure that a child protection referral should be made.

Recognition and Response to Abuse

All staff must therefore be alert to any possible indicators that a child is suffering harm and report any concerns to the Designated Person for Child Protection.

We recognise that there are four definitions of child abuse, including neglect, as defined in Chapter 4 of the London Child Protection Procedures and as précised in this policy, which should be consulted as a reference document for full details of the definitions and recognition & response.

The four categories of child abuse are as follows:

1. Physical Abuse
2. Emotional Abuse
3. Sexual Abuse, and
4. Neglect

✓ Physical Abuse

May include: hitting, shaking, throwing, poisoning, and burning, scalding, drowning, suffocating or otherwise causing physical harm to a child including the deliberate fabrication or causation of illness in a child.

May be recognised by: physical injury such as bruising, bite marks, burns and scalds, fractures but also by aggressive behaviour. It may also be an indicator of concern where a parent gives an explanation inconsistent with the injury or gives several different explanations for the injury.

It is not appropriate for any member of staff to undress, photograph or body map any child in an attempt to see physical injury. This is the role of child protection and investigating agencies.

✓ Emotional Abuse

May Include: the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development, mental health, behaviour and self-esteem. This may caused by conveying to children that they are worthless, unloved or unvalued or by developmentally inappropriate expectations being made or by causing children to frequently feel frightened or the exploitation or corruption of children.

May be recognised by: developmental delay, attachment issues, aggressive behaviour, appeasing behaviour, watchfulness or stillness, low self-esteem, withdrawn or a loner, or having difficulty in forming relationships. Emotional abuse may be difficult to recognise as signs are usually behavioural rather than physical. Signs of emotional abuse may be associated or similar to other forms of abuse so presence of emotional abuse may indicate other abuse is prevalent as well.

✓ Sexual Abuse

May Include: Involving or forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. Such activities may involve sexual acts (penetrative or non-penetrative) or may include involving children in watching or taking part in pornographic material or to encourage children to behave in sexually inappropriate ways.

May be recognised by: Inappropriate sexualised conduct, age inappropriate sexualised play or conversation, sexually harmful behaviour – contact or noncontact, self-harm, eating disorders, continual, inappropriate or excessive masturbation, anxiousness or unwillingness to remove clothes – sports / PE etc, pain or itching in genital area, blood on underclothes, bruising in genital region and / or inner thighs etc.

✓ Neglect

May include: The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development (growth and intellect) such as failing to provide adequate food, shelter (including keeping children safe), clothing, or neglect of or unresponsiveness to a child's basic emotional needs.

May be recognised by: being constantly hungry; constantly tired; have a poor state of clothing; be emaciated; have untreated medical problems; be frequently late or have poor or non-attendance at school; have low self esteem; display neurotic behaviour and/or have poor social relationships, have poor personal hygiene.

A neglected child may also be apathetic, fail to thrive, or be left with or in the care of adult's under the influence of alcohol or drug misuse.

Safeguarding & Child Protection in Specific Circumstances

✓ Attendance

We are aware that a pupil's unexplained absence from school could mean that they are at risk from harm.

We will always seek to clarify the reason for a child's absence from school with the child's parent or carer.

✓ Pupil Behaviour

We are aware that any physical response from a member of staff to a pupil's poor behaviour could lead to a child protection concern being raised by the child or parent/carer.

No member of staff will use force when dealing with a pupil's breach of our behaviour policy unless the potential consequences of not physically intervening are sufficiently serious to justify such action.

We will always record any occasion when physical intervention has been necessary.

We will always notify parents or carers of any such incident.

✓ Health & Safety

We give are minimising any risk to the children when on the school premises and when undertaking activities out of school under the supervision of our staff.

✓ Confidentiality

Information about pupils given to us by the children themselves, their parents or carers, or by other agencies will remain confidential. Staff will be given relevant and information only a "need to know" basis in order to support the child if that is necessary and appropriate.

We are, however, under a duty to share any information which is of a child protection nature. We understand that this is in the best interests of the child and overrides any other duties we have regarding confidentiality and information sharing.

✓ Bullying

We understand that bullying is harmful to children we carry out in school to foster an environment where bullying behaviour is known to be unacceptable. We will always take seriously any reports of bullying and respond appropriately.

We understand that bullying make take different forms and may include racist or homophobic behaviour.

✓ We define bullying as:

The deliberately desire by an individual or a group to hurt another person, physically or psychologically, over a period of time or through one incident, when that person is unable to defend her or himself.

Bullying can take different forms:

✓ Physical

- ✓ Verbal, e.g. name-calling, teasing, spreading malicious rumours, racist and sexist remarks.
- ✓ Gesture. This can be frightening as the threat of physical violence is implied Extortion. Children can be intimidated to the extent they will hand over money, sweets, toys etc.
- ✓ Exclusion from friendship groups. This can seriously undermine a child's self-esteem.

We will prevent this by:

- Encouraging an 'it's OK to tell' policy
- Letting the children know to whom they can go for help
- Listening to parents and carers, very often children will tell their parents/carers when they are being bullied.
- Being vigilant and using different strategies to keep all children safe from this unacceptable behaviour
- Offering unreserved support to any child who has experienced bullying
- Pre-empting any bullying, racist or sexist incidents through our policy of equal opportunities that values all our children whatever their gender, class, language, religion, ability, disability, level of achievement
- Pupils have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them.
- Having clear school and classroom rules, agreed by parents, children council

Health and safety at Tunstall CC premises

All accidents have to be recorded and must be reported to a Head of school "Bité".

The fire doors must be kept clear at all times.

In the event of the fire alarm sounding, everyone (including parents) must leave the building. No-one is allowed to re-enter the building to search for any children or staff that may be unaccounted for.

The children are not allowed generally to touch the plugs or light switches; all staff is only allowed hot drinks in the rooms at snack time when all the children are sitting down.

Lithuanian School staff is not allowed to open the door to stranger or unknown person, or anybody who is not related with Lithuanian Saturday School.