



Policy on Child Protection (Safeguarding)

Reviewed July 2015
By: Child Protection Officers

CHILD PROTECTION (Safeguarding) POLICY

1. The School's responsibility for Child Protection

All adults working at Riverside School should be aware of their responsibility to safeguard and promote the welfare of every student, both physical and emotional, inside and outside school since "the welfare of the child is paramount" (UK Children Act, 1989). This involves ensuring that students are protected from significant physical or emotional harm and that there is a positive commitment to ensure the satisfactory development and growth of the individual. Everyone working at Riverside School should be aware of and, when necessary, follow the school's Child Protection Guidelines, which are in line with the Department of Education's (DoE) practice and procedures and guided by policies and guidance in: *Keeping Children Safe in Education, 2015* and *Working Together To Safeguard Children, 2015*. Riverside School's Child Protection policy can be accessed on the School Website.

2. Purpose

Riverside School wants the students in its care to:

- **Be healthy**
- **Enjoy their lives**
- **Achieve economic well-being**
- **Make a positive contribution to society**
- **Stay safe**

This policy aims to:

- **provide clear direction to staff and others about procedures and the expected codes of behaviour in identifying and reporting Child Protection and Safeguarding issues.**
- **ensure that Child Protection concerns and referrals are handled sensitively, professionally and in ways that support the needs of the child.**
- **ensure that parents are aware of our policies and procedures.**
- **make clear our commitment to the development of good practice and sound procedures.**

3. Child Protection in School

1. Riverside School must provide a safe environment. The School Board is responsible for this aspect of child protection. The Recruitment Officer, Ester Vovkanicova, is responsible for the implementation of Safer Recruitment procedures for people wishing to work at the school.

2. The School must promote satisfactory development and growth. This is ensured by providing intellectual and physical challenge through the development of a sound curriculum policy that will promote the welfare and safeguarding of children. The School aims to create an environment within which children feel comfortable and know how to discuss such matters within a culture of strong pastoral support.

3. The School is also bound to take reasonable measures to safeguard the emotional welfare of its students from bullying or abuse within the school. Specifically, the school's anti-bullying policy should be consulted.

4. The school will include in the curriculum activities and opportunities for PHSE and e-safety which equip students with the skills they need to stay safe from abuse. School Enrichment Days and assemblies are also key means of delivery.

5. The School will ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from outside agencies.

4. Terminology

Safeguarding and promoting the welfare of children refers to protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

Child protection, as part of safeguarding and promoting welfare, refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm. Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child. Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.

Staff refers to all those working for or on behalf of the school, full-time or part-time, in a paid or voluntary position.

Child refers to all young people under the age of 18.

Parent refers to birth parents and other adults who are acting in a parental role (ie step-parent, foster parent, adoptive parent, or carer).

5. Roles and Responsibilities

Each of Riverside's four sites has a designated member of staff for child protection matters.

- Designated Person in Riverside Early Years School: **Alison Hellam**
- Designated Person in Riverside Primary School: **Graeme Chisholm**
- Designated Person in Riverside Junior High School: **Sarah Muller**
- Designated Person in Riverside Senior High School: **Leslie Merrell and Mike Bevan**
- Child Protection Chair: **Graeme Chisholm**
- Child Protection Deputy Chair: **Sarah Muller**

The **Chair, Deputy Chair and representative Board Member** have the overall responsibility for the implementation of the Policy and Procedures for the protection of children and ensuring it's objectives are met.

Each **Child Protection Officer** has the responsibility for the implementation of the Policy and Procedures for the protection of Children in their own designated school. All Staff are expected to follow this policy and take the appropriate action to meet the aims and objectives.

However, the designated **Child Protection Chair and Deputy** have specific duties to deal with the effective functioning of this policy. Their roles and responsibilities are detailed below.

Child Protection Chair

The Child Protection Chair is responsible for acting as a source of advice on child protection matters, for coordinating action within the school and for liaising with families, the police and other agencies about suspected or actual cases of abuse.

The role of the Child Protection Chair with support of the Deputy Child Protection Officer is to:

- Provide information and advice on child protection matters within Riverside School.
- Ensure that Riverside's Policy and Procedures for the protection of children are followed and particularly to inform the Principal and Director of concerns about individual students.
- Ensure that the appropriate information is available at the time of referral and that the referral is confirmed in writing and securely and confidentially filed.
- Liaise with outside agencies involved, for example the police.
- Keep relevant people within the school informed about any action taken and any further action required. This is on a need to know basis
- Advise Riverside of child protection training needs in liaison with the Deputy Child Protection officer and the Director and School Principals.
- Ensure copies of all reports of incidents are given to the Director to be stored in safekeeping.
- The Deputy Child Protection Officer assumes this role in the absence of the Chair.

Child Protection Officers

- The role of the designated Child Protection Officer is to:
- Act as a first point of contact and support for staff in relation to child protection issues.
- Record the reporting of a disclosure of alleged abuse made by a child to a member of staff. (Please see 'Riverside School's Confidential Record of Concern')
- Discuss future action with the member of staff who made the report, after speaking with the CP chair. (Where appropriate, another member of staff may be included where he/she has observed possible signs of abuse or heard a child disclosing details of potential abuse.)
- Record all actions taken and advise the CP Chair within 24 hours.
- Ensure copies of all reports of incidents will be passed to the CP Chair.
- Ensure the Chair is contacted immediately, if the matter is urgent and there are concerns for the safety of a child, so that the Chair can take appropriate action.
- The Child Protection Chair must be made aware of any conflict of interest involving a Child Protection Officer and a concern. The Board Member should be made aware of a conflict of interest related to the Child Protection Chair or Deputy.

Role of the Board and the Annual Review of Policy

The nominated Board Member responsible for liaising with the CPO Chair over matters regarding child protection is Phil Davis. It is his role to:

- Ensure the School has a child protection policy and that procedures are in place, which are consistent with The Department for Education Statutory Guidance for Schools and Colleges, 2015 and CCPAS procedures.
- Ensure that an annual item is placed on the Board agenda to review the School's Child Protection policy and procedures, and the efficiency with which the related duties are undertaken.

- Report on changes to the Child Protection policy/procedures, training undertaken by the CPO, other staff and Board Members, the number of incidents/cases (without details or names) and the place of child protection issues in the school curriculum.
- Liaise (with due regard to issues of confidentiality) with the CPO Chair re: allegations of child abuse.
- Be responsible for the oversight of procedures relating to liaison with CCPAS, relevant agencies and the Police in relation to any allegations of child abuse made against the Director, including possible involvement in multi-agency strategy discussions.

Any deficiencies or weaknesses in child protection arrangements at Riverside School will be remedied without delay.

Role of External Agencies

The Canadian Medical Care (www.cmcpraha.cz), The Churches' Child Protection Advisory Service or CCPAS (www.ccpas.co.uk/), Kidscape (www.kidscape.org.uk), Fond Ohrozenych Deti (www.fod.cz) and Odbor Socialnich Veci (The Department of Social Affairs, Czech Republic, Mgr. Dagmar Soniskovou) represent the CP interests of Riverside School.

The CPO is required to undergo refresher training in inter-agency working every two years. Training has been administered by The Churches' Child Protection Advisory Service and by Kidscape, (www.kidscape.org.uk) in January 2015.

Further information on local contacts can be found in Appendix 2.

6. Whole School Child Protection Procedures

Definition of Abuse

Abuse can be defined as having occurred when a child has suffered significant harm or impairment of health and development by reason of physical violence, sexual interference, emotional pressure or neglect. Additionally, there are some miscellaneous categories of abuse, such as exposure to child pornography, racial or religious harassment or that occurring as a result of parental incapacity, for example due to mental illness or an addiction. The following definitions of abuse are aligned with the guidelines in Working Together to Safeguard Children, 2015.

Physical Abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional Abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual Abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect is 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. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food, clothing and shelter (including exclusion from home; abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); ensure access to appropriate medical care or treatment; and may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

In the event of a report or suspicion of abuse

Any adult at Riverside School who is told of any incident or strong suspicion of physical or sexual child abuse occurring in the school, or to a student of the school at home or outside the school, or who suspects or knows this to be the case themselves must report the information immediately to the CPO. In the event of an allegation against the CPO, the information should be reported directly to the Director.

The CPO may, if necessary, interview the student to clarify the nature of an allegation or suspicion, before deciding on an appropriate course of action. If necessary, an immediate referral will be made to the local Czech Republic social services department or police rather than carrying out an investigation.

NB. School staff (including the CPO and the Director) should not investigate reports of physical or sexual abuse themselves. Alleged victims, perpetrators, those reporting abuse and others involved should not be interviewed by school staff beyond the point at which it is clear that there is an allegation of abuse. Guidance on the correct response to a student disclosure of abuse is given in the Child Protection – General Guidance.

Allegations against members of staff, volunteers and the Head

An allegation of abuse by a teacher or volunteer will be taken very seriously. The quick, consistent and fair resolution of the allegation will be made a clear priority for the benefit of all concerned. If staff members have concerns about another staff member or volunteer then it should be referred to the School Principal who will immediately inform the Director. If the allegations concerns the Director, the person receiving the allegation should immediately inform the Board Member responsible for child protection (Phil Davis) and the Chair of the Board without notifying the Director first. It should be the practice in respect of all cases in which it is alleged that a teacher or a member of staff has,

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children

The Principal and Director should immediately discuss the allegation with the Chair of the child protection team. In case of serious harm, the police should be informed from the outset. Sensible precautions will be taken to prevent false allegations being made.

Where child protection concerns involve a member of staff, these will be thoroughly investigated by the relevant agencies. Pending a full investigation, the member of staff may be suspended from duty although in no way is this an admission of impropriety. Staff may also face disciplinary action where, after investigation, serious concerns remain, even though external agencies may have decided that they are not able to proceed any further with the case.

For UK citizens, Riverside has arrangements with the Independent Safeguarding Authority (ISA) and can refer any unsuitable employee to the ISA for consideration when the ISA barred list is checked either in its own right or as part of the English DBS process for subsequent employment. A safeguarding authority will be contacted within one month of a person, whether employed, contracted, a volunteer or student, leaving the school whose services are no longer used because he or she is considered unsuitable to work with children. For Czech citizens, Riverside has arrangements with the Department of Social Affairs (DSA) and can refer any unsuitable employee to the DSA.

Whistleblowing

Working closely with children is fundamental to teaching in schools. Where such interaction with children exists, so also does the opportunity to abuse them. It is regrettably the case that, in rare instances, teachers and other staff have been found to be responsible for child abuse. Given their daily contact with students in a variety of situations, staff are also vulnerable to allegations of abuse, whether deliberately or innocently false, malicious or misplaced. However, staff should avoid making their own judgments of whether an allegation is false or otherwise.

Our whistle blowing policy provides staff with an avenue to raise awareness and concern if they feel that a colleague or manager is engaged in conduct that is causing a negative effect upon the welfare and safety of any children in one of our schools. This could also refer to a situation where a staff member considers that behaviour by another member of staff is not being addressed by the management of Riverside and provides a clear way to raise awareness of a concern directly to Riverside School. Please refer to the Policy on Whistleblowing.

Staff Training

All adults working at Riverside School will be given a briefing on the child protection policy and procedures. This includes the briefing of new staff as part of their induction after arrival at the school and refresher training for all staff at three-yearly intervals. Part-time and voluntary staff who work with students will be made aware of arrangements.

Safer Recruitment Guidelines *(Please see the safer recruitment policy for further details)*

The Recruitment Officer, Ester Vovkanicova will ensure that guidance is followed particularly with respect to the appointment of staff. Staff who will have unsupervised access to students will be subject to the statutory DBS checks and be checked for compliance with the Independent Schools Standards Regulations on appointment.

The CP Chair will gain assurance that appropriate child protection checks and procedures apply to any staff employed by another organisation who are working with the school's students.

CHILD PROTECTION - General guidance

1. The Law and Child Protection

Current legislation, is framed around the principle that the child's interests are paramount. In particular, the law now assumes the following:

- **We share responsibility for 'safeguarding and promoting' each student welfare with other adults and agencies. Failure to identify abuse, or potential abuse, and then refer it on may be deemed negligent. The term 'identify' may require us to pick up hints, not just respond to a straight disclosure of abuse - in most cases there may not be one.**
- **The child should be given credence in all circumstances. Even if we consider the 'harm' to be trivial, the child may not. The law takes the child's perspective and interests before all others.**

2. General Guidance for staff

Guidance is given to staff to ensure that their behaviour and actions do not place students or themselves at risk of harm or of allegations of harm to a student, for example, in one-to-one tuition, sports coaching, conveying a student by car, engaging in inappropriate electronic communication with a student, and so on.

We are required by the legislation to brief all staff on procedures relating to child protection and responding to allegations of child abuse. Staff are asked to operate according to these guidelines.

2.1 Staff should familiarise themselves with the School's Child Protection Policy.

2.2 Child abuse to be reported includes abuse of a student by a staff member or other adult, abuse at home which a student reports to staff, abuse by a stranger outside school, and abuse of one student by another student. In the case of abuse by a student, or group of students, the key issues identifying the problem as abuse (rather than an isolated instance of bullying or 'adolescent experimentation' which could be handled within the normal framework for discipline) are:

- **the frequency, nature and severity of the incident(s);**
- **whether the victim was coerced by physical force, fear, or by a student or group of students significantly older than himself, or having power or authority over him;**
- **whether the incident involved a potentially criminal act; and**
- **whether if the same incident (or injury) had occurred to a member of staff or other adult, it would have been regarded as assault or otherwise actionable.**

2.3 Any member of staff who is told of any incident or strong suspicion of physical or sexual child abuse occurring in the School, or to a student of the School at home or outside the School (or who knows of or suspects such abuse) must report the information immediately to the CPO. Further guidelines on responding to a disclosure are given below.

2.4 Staff are asked not to investigate in detail reports of physical or sexual abuse themselves. The School authorities are asked by the CCPAS and Kidscape not to interview alleged victims or perpetrators beyond the point at which it is clear that there is an allegation of abuse. Questioning should always be limited to the minimum necessary to seek clarification only, strictly avoiding "leading" the student or making suggestions that introduces your own ideas about what may have happened. (The reason for this requirement is that in the event of any legal action subsequently, the whole matter may be prejudiced by such questioning, which may confuse the law of evidence). Further interviewing or investigation will be carried out by specially trained staff only, following procedures agreed between (amongst others) the local authority and Police in line with Government requirements.

- 2.5** Staff should never give absolute guarantees of confidentiality to anyone raising complaints about abuse but may point out that they will pass on information to only a minimum number of people who have to be told to ensure that proper action is taken to sort the problem out. See further guidance below.
- 2.6** If any of this happens a written record should be made as soon as possible - ideally at the time of the disclosure (see further guidance below and attachment) - and a copy given to the CPO.
- 2.7** Staff should be aware that the Director will, if necessary, suspend from duty, pending investigation, any staff member who is alleged to have abused a student or students. Current advice encourages schools to suspend, without pre-judgement of guilt, and as a precautionary measure, where there is a concern about possible abuse.
- 2.8** The School is also required to refer all allegations of abuse to the local Social Services Department. This referral must happen within 24 hours (in writing or with written confirmation of a telephone referral). If in doubt, consult the CPO.

3. Reducing the Risk of Child Abuse in the School

Among the special features of life at Riverside School is a child centred atmosphere.

Teachers are expected to fulfil many roles in and out of the classroom and are likely to find themselves working with large and small groups of students. Given the risk of false alarms and even deliberate hoaxes on the part of students, staff are advised to think carefully about the setting and nature of their varied relationships with their students so as not to lay themselves open to undue suspicion or accusation. All staff are required to familiarise themselves with and adhere to the Staff Code of Conduct Policy and Keeping Children Safe in Education 2015.

- 3.1** It is prudent if engaging with students in your own home or another non-public setting, not to do so on a one to one basis but to meet with at least two students at any one time. This would normally apply for social gatherings as well. Clearly this would not normally apply in an obvious public place like the classroom or office or study, but outside that formal context, care must be taken.
- 3.2** Inappropriate physical contact should be avoided. Contrary to popular belief, the Children Act says very little about what may or may not be done in this area, beyond the general requirement to look after children properly. There is such a thing as appropriate physical contact and 'non-abusive' actions include:
- **applying restraint to prevent a student harming himself or another person;**
 - **removing, with reasonable force, potentially dangerous items from a student possession, or a student from a dangerous location;**
 - **shepherding students, for example with a hand on back or shoulder;**
 - **comforting, for example with a hand on shoulder, back or arm; and**
 - **securing attention by tapping a student shoulder.**
- It is always unacceptable to harm a child.*
- 3.3** If you find yourself having to accuse a student of an error of omission or commission beyond the trivial, you should make a brief written record of it and date it.
- 3.4** If you find yourself questioning a student about any serious matter, or one of any possible delicacy, it is probably advisable to do so with another adult witness present and, again, to make sure that a record is kept. A female teacher questioning a boy should have a male colleague present and vice versa.

- 3.5** Staff should ensure that if they are in charge of any school activity or facilities where safety regulations and precautions are required, these are clearly published and the attention of students is drawn to them from time to time. Any accidents or other untoward incidents should always be recorded, signed and dated.
- 3.6** It is the responsibility of each member of staff to be aware of the complaints procedure and the policy on sanctions.
- 3.7** It is important not to place students of the same or differing age groups in situations which might make bullying, intimidation or other student-to-student abuse more likely and, where such situations might arise, it is important that proper adult supervision be arranged. Senior students, assisting the supervision of junior ones, should also be aware of this.
- 3.8** Under no circumstances should teaching staff advise on the taking of medicines, increase or decrease of medication and the like. These concerns are strictly within the province of the school's medical staff.
- 3.9** Teaching staff should bear in mind the requirements of both the law, insurance cover, the school's guidelines and good sense if conveying students in cars, minibuses etc.
- 3.10** In addition to the internal procedures required by the Director when staff plan trips outside the School, either in term or during the holidays, teaching staff should ensure that students are properly supervised and care taken for their safety and security during such trips. In cases where the trip involves obvious risks such as adventure training style activities, the ratio of supervising staff to students should be given careful consideration. Students should be given clear instructions as to timings, rendezvous and the conduct expected of them.

4. Examples of Abusive Actions

The key criteria in assessing whether or not to refer a situation to the CPO is whether the harm caused, or risk of harm, is significant and/or persistent. Any of the following between adult and student should be automatically referred:

4.1 Physical Abuse: Any form of physical assault (including attempts), such as:

- **kicking**
- **punching**
- **pushing**
- **smacking**
- **slapping**
- **shaking**
- **throwing a missile at a student, such as a board rubber or white-board pen.**

4.2 Sexual Abuse:

- **Any form of sexual assault (including attempts)**
- **Possession of indecent and pseudo indecent photographs of children, including digital images**
- **Showing indecent or pornographic material to children**
- **Inappropriate touching, language or behaviour towards any child or student for sexual purposes**
- **Inappropriate use of text messaging, email or other ICT towards any child or student for sexual purposes**

4.3 Emotional Abuse and Neglect:

- **Racial comments or behaviour, or failing to address these in others**
- **Homophobic comments or behaviour, or failing to address these in others**
- **Bullying students, or failing to address these in others**
- **Persistent sarcasm**
- **Humiliating students, for example by persistently placing a child in a corner or corridor**
- **Creating a climate of fear in the classroom**
- **Inappropriate punishment, for example putting a child in a cupboard**
- **Failing to protect a child from physical harm or danger**
- **Failing to ensure access to appropriate medical care or treatment**

5. Possible Signs of Abuse

Staff should be aware of the following signs that may indicate abuse:

Possible physical signs may include unexplained or repeated injuries, bruises in odd places, marks of slapping, biting, gripping etc, cuts in odd places, poor hygiene, marked weight fluctuations.

Possible behavioural signs may include a marked change in behaviour, eating disorders, excessively affectionate or sexual behaviour, emotional isolation, school refusal, an inability to sleep, theft, habits such as thumb-sucking, 'frozen watchfulness'.

Remember that these symptoms are 'possible' signs and do not automatically mean that abuse has or is taking place; there may be other explanations. In most cases it will be appropriate to discuss your observations with the tutor and welfare staff to help you decide whether you should refer them to the CPO.

6. Responding to Allegations of Abuse

6.1 Listen to the child

Children who report to a teacher or other adult working at Riverside that someone has abused them must be listened to and heard, whatever form the communication may take.

The following points give guidance on how to deal with a child who makes an allegation:

- **Listen to the child, but do not conduct an interview or ask the child to repeat the account. Avoid asking questions and make sure that any questions asked are open-ended (i.e. not inviting yes or no as an answer).**
- **Do not interrupt when the child is recalling significant events.**
- **Make a careful note of all information, including details such as timing, setting, who was present and what was said, in the child's own words. The account should be obtained verbatim or as near as possible. Try to record what was said as contemporaneously as possible. Notes written up afterwards will carry less weight than those made at the time.**
- **Take care not to make assumptions about what the child is saying or to make interpretations.**

- ***On no account should you make suggestions to the child as to an alternative explanation for their worries.***
- ***Staff should point out to the informant that action will be taken as a result of the allegation and you should ask the informant of any steps they would like taken to protect them now that they have made the allegation.***
- ***The written record of the allegations should be signed and dated by the person who received them as soon as is practicable.***
- ***All actions subsequently taken should be recorded.***
- ***The disclosure should be reported to the CPO as soon as possible, and certainly within 24 hours.***

Remember, no member of staff should promise confidentiality to a student who makes an allegation. In responding to a child who makes such disclosures, account should be taken of the age and understanding of the child and whether the child or others may be at risk of significant harm. While acknowledging the need to create an environment conducive to speaking freely, the member of staff should make it clear to any student asking for confidentiality that he or she will need to pass on what has been told, to ensure the protection of the child concerned. Within that context, the child should then be assured that the matter will be disclosed only to people who need to know, and the child will know who these people are.

6.2 Take Action

The member of staff who has listened to the allegations of abuse should report immediately to the CPO, who will make an urgent initial assessment. The CP Chair and Deputy Chair will also be immediately contacted. If the CPO is the person against whom the allegation is made, the member of staff should report to the Director. The support needs of a child who expresses concerns about significant harm should be considered and met, utilising resources within or beyond the school as necessary.

6.3 Initial Assessment and Further Action, if appropriate

Immediately an allegation is made, the CPO will:

- ***obtain written details of the allegation, signed and dated, from the person who received the allegation. (Please refer to Appendix 1)***
- ***record any information about times, dates, locations and names of potential witnesses.***
- ***where appropriate, talk to the child concerned.***
- ***make recommendations about further action to the Director, unless the allegation is against them.***

There are four possible outcomes of the initial assessment:

- ***where the student has suffered, is suffering, or is likely to suffer significant harm, the incident will be referred immediately under local child protection protection***
- ***where the child has alleged that a criminal offence has been committed, then again this will be referred under local child protection procedures and the police may carry out a criminal investigation.***
- ***the allegation may represent inappropriate behaviour or poor practice by a member of staff (which does not fall within the above categories) that needs to be considered under school disciplinary procedures***
- ***the allegation is adjudged to be apparently without foundation.***

Only if the allegation is trivial or demonstrably false, will further investigations not be warranted.

Where the initial assessment by the Child Protection Officer, Chair and Deputy Chair (or, where the allegation is against the CPO, the Director) concludes that the allegation warrants investigation, there will be a referral within 24 hours to one or more of the agencies with statutory responsibilities to make enquiries.

If a referral needs to be made, parents will be consulted. In extreme cases the law allows School's to by-pass parental consent.

7. Social Network *(Please see the 'Social Networking Policy' for further guidance)*

Guidance/protection for staff on using social networking

- No member of staff should interact with any student in the school on social networking sites*
- No member of staff should interact with any ex-student in the school on social networking sites who is under the age of 18*
- This means that no member of the school staff should request access to a student area on the social networking site. Neither should they permit the student access to the staff members' area e.g. by accepting them as a friend.*
- Where family and friends have students in school and there are legitimate family links, please inform the Director in writing. However, it would not be appropriate to network during the working day on school equipment*
- If you have any evidence of students or adults using social networking sites in the working day, please contact the named Child Protection person in school*

Next Review

This policy is to be reviewed, July 2016

Riverside School's Confidential Record of Concern

Concerns must be recorded within 24 hours of incident and updated as necessary.

Date:

Child's Name:

Year Group:

What prompted this record?

Include date, times, incidents, observations, discussions, behaviours.

Additional notes:

Describe the nature of the concern. Include any relevant information that could explain child's behaviour/situation.

Does the concern come into one of these categories?

Neglect

Sexual Abuse

Physical Abuse

Emotional Abuse

Other

Signed:

Signed:

(Member of staff)

CPO

CP Chair

Additional notes:

Describe the nature of the concern. Include any relevant information that could explain child's behaviour/situation.

Further Action:

This can include involvement of parents, agencies, place record of concern on file.

Date of Review:

Outcome of Review:

Essential Contacts in the Czech Republic

Name	Telephone	Websites	Notes
Police	158		
Emergency	155, 112 (English)		
Social Care (OSPOD)	220 189 611	www.praha6.cz/odbor06.html	
Helpline Dětské krizové centrum	241484 149 nonstop	www.dkc.cz	
Helpline (Linka bezpečí)	116 111 for children 840 111 234 for parents and adults	www.linkabezpeci.cz (also in English)	
Nadace Naše dítě	266 727 933	www.nasedite.cz (also in English)	Helping children in difficult situations e.g. abused, exploited, abandoned
Helpline DONA	251 511 313 nonstop	www.donalinka.cz (also in English)	For domestic violence victims
FOD, Klokánek shelter ul. Láskova 1803, Praha 4	271 912 500	www.klokanek-laskova.cz	Shelter for mothers and children
Úřad pro mezinárodněprávní ochranu dětí Šilingerovo nám.3/4 602 00 Brno	542 215 522 731 654 879 - only for emergency calls	www.umpod.cz (also in English)	Office for International Legal Protection of Children
Drop-In Karoliny Světlé 18, Praha			The first place of contact for those in need of help connected with problems concerning non-alcoholic drugs.
Poradenská linka pro pedagogy	841 220 220 777 711 439		Helpline for teachers