



TITLE OF POLICY	Child Protection & Student Safeguarding
COVERAGE	Whole School
PERSON(S) RESPONSIBLE	Principal Heads of School
CONTRIBUTORS	SLT
DATE OF RATIFICATION	September 2016
DATE FOR REVIEW	September 2017

1. PURPOSE

We believe that it is every child's right to live in conditions which promote the optimum development of their intellectual, physical, emotional and moral well being. Everyone in our school communities has a responsibility to ensure that children are supported and protected in order to achieve their optimum development. Issues relating to child protection are important in all international contexts, irrespective of socio economic backgrounds. Consequently, all schools need to be aware and to have the frameworks to respond to the needs of each child. Given that this area is a complex one and potentially provokes strong feelings in those involved, it is essential that we have in place clear guidelines and procedures. These provide a framework for the appropriate response for each case.

2. SCOPE OF POLICY

This policy applies to all phases/ departments within ICS

3. DEFINITIONS / ABBREVIATIONS

IP Inclusion Panel: Deputy Heads & Inclusion Manager

CCPO Chief Child Protection Officer: Principal

CPOs Child Protection Officers: Heads of School

4. RESPONSIBILITIES

4.1 Principal

The Principal is the CCPO and responsible for ensuring that the procedures outlined in this policy are followed appropriately and fairly in the interests of each student and with due regard to the Jordanian legal framework.

4.2 Child Protection Officers

The CPOs are the Heads of Primary and Secondary and they co-ordinate the implementation of the policy, manage any liaison with the external agencies and support staff training needs.

4.3 Staff Members

All staff must be aware of and implement the policy. Staff have a responsibility to pass on information in cases of abuse or suspicions of abuse.

5. PROCEDURE

5.1 The Principle of Child Protection

The protection of the child is a core concern of schools. The promotion of the optimum development of the child is the aim that underlies all of this work.

ICS aims to ensure the protection of the children in our care by addressing the following:

- All forms of child abuse: physical, sexual and psychological abuse, and neglect
- Disruptive, anti-social and aberrant behaviour including bullying and cybersafety
- Eating disorders
- Drug abuse - legal, prescribed and illegal drugs (including alcohol)
- Bereavement

5.2 ICS Policy

5.2.1 General Background

The aim of a policy for child protection is to enable staff to feel more confident and clear about the part they play in the protection of children. The policy also helps ICS to project an image which supports the rights of all children to be protected, rather than just responding to specific cases of abuse.

5.2.2 The School Policy

There must be good communication and co-ordination within each school section for child protection to be effective. Staff need to be aware of what constitutes abuse and be familiar with procedures and guidelines.

The school is part of a wider system involving any external agencies such as doctors and police, so close and positive liaison is essential and should be based on trust and understanding of each other's roles. The school is not isolated nor should it place itself in a position of isolation. Understanding and communication between agencies, problematic as it can be at times, is crucial for satisfactory child protection practice to be achieved.

Child protection is a complex issue but there are five key areas to be considered:

- Monitoring suspicion
- Dealing with clear indications of possible abuse
- Coping with known victims
- Dealing with parents and community
- Curriculum development

5.2.3 Core Statements

All staff at ICS are committed to meeting child protection responsibilities. This will be achieved through school policies on positive behaviour, equal opportunities, dealing with bullying and a curriculum for personal, social and health education. Where there are concerns about a child it is essential that a school follows the agreed procedures and works together with external agencies (as necessary) to provide for the child's needs. For each school phase (Primary and Secondary), a member of staff is designated as the school's Child Protection Officer. The Child Protection Officer has special responsibility for coordinating all matters regarding child protection in the school.

5.3 Recognising Child Abuse

5.3.1 Child abuse is broadly defined as any act of commission or omission that endangers or impairs the physical / psychological health and development of an individual under the age of 18 committed by individuals, singly or collectively, who by their characteristics (e.g. age, status, knowledge, organizational form) are in a position of differential power that renders a child vulnerable. Such acts are not viewed as limited to a child-parent/guardian situation but include anyone who is entrusted with the care and control of a child e.g. child minders, relatives, teachers, etc. Abuse may also be perpetrated by someone who is not known to the child.

In determining whether a case should be defined as a child abuse case, the CCPO and CPOs will make assessment based on individual case merits, taking into consideration

various factors (e.g. the child's age, the act, the consequences of the act on the child, etc.) and not only focusing on the frequency and nature of the incident that has occurred.

There are four main areas of child abuse: **neglect, physical abuse, sexual abuse and psychological abuse**. It should be recognised that signs of abuse may also be a symptom of another problem.

5.3.2 Neglect

Neglect is where parents/guardians, through a severe or a repeated pattern of lacking of attention, fail to meet the basic and essential needs of their children, such as food, clothing, and medical care. Leaving children alone and unsupervised is another example of neglect. Parents refusing or failing to give love and affection to their child(ren) is a case of emotional neglect.

5.3.3 Physical Abuse

Physical abuse is any non-accidental injury (NAI) where adults physically hurt, injure or kill a child. This can involve hitting, shaking, squeezing, burning and biting. It also includes giving a child poisonous substances, inappropriate drugs or alcohol and attempted suffocation or drowning.

5.3.4 Sexual Abuse

Sexual Abuse is the involvement of dependent, developmentally immature children and adolescents in sexual activities which are unlawful, or to which they are unable to give informed consent or which violate the social taboos of family roles. This covers the complete range of actions which result in children being used for the sexual gratification of others including contact and non-contact behaviours, e.g. touching genitalia, intercourse, involvement with pornography, indecent exposure, etc.

5.3.5 Psychological Abuse

Psychological abuse is the emotional ill treatment or rejection of a child where constant lack of love and affection, threats, verbal attacks, taunting, shouting, scapegoating etc. can lead to a child's loss of confidence and self-esteem. It can also include harassment or indifference on the basis of race, culture, gender or disability.

5.4 Managing Child Protection in School

5.4.1 Monitoring System for Cases of Suspicion

Staff often express concern about the dangers of either under or over-reacting to suspicions of possible child abuse. Information about common signs and symptoms is useful, but it is equally important to be prepared to share concerns with colleagues. The ICS Child Protection Policy provides a formalised system within schools for monitoring concerns about children.

A Child Protection Report form (see Appendix III) is provided for completion by staff in order to highlight any concerns, feelings or behaviours that cause staff anxieties. These will be

collated in a factual manner which can be periodically reviewed. The factual nature of the recording also enables discussion about the causes of concern to take place satisfactorily between teachers and parents.

On the basis of recorded evidence which may, for example, reveal recurring patterns of behaviour, decisions can be made in a clear and professional manner. Also valuable evidence on clear and accurate records can be made available should staff become involved in child protection conferences or court proceedings.

5.4.2 Dealing with Disclosure

Staff have a responsibility to pass on information about abuse. As well as being clear about what practical steps they have to take, staff need support and guidance in dealing with the child who discloses.

The procedure also applies in incidences in which the alleged perpetrator is a member of staff. In these instances, the HR Director will be informed.

5.4.3 Coping with Known Victims

Coping with known victims of abuse can give rise to high levels of anxiety. Teachers often underestimate their abilities in this field and negate their skills and experience because of the emotional impact of child abuse. It is important to maintain a comprehensive view of the child as a person with problems, and not to focus exclusively on the behavioural or learning difficulties that can make the child so hard to deal with or sometimes even to like.

Clear communication between staff, and family and other agencies will help in understanding the child's situation and lead to developing strategies to support the child and promote positive changes in the child's behaviour.

The ICS policy provides clear guidelines that support and enable staff to be clear about the approach to the child who has had traumatic experiences. A positive school ethos with policies on bullying, e-safety, equal opportunities drugs education, bereavement, eating disorders and sex education will encourage all children to develop their confidence and self esteem and will particularly support any child who has been abused.

5.4.4 Parents and The Community

Parents of non-abused children will feel more confident about the school's ability to deal with the problems if they know that a constructive policy is operating within the school. Good liaison with parents will ensure that they understand the role and duties of school staff in promoting child protection.

5.4.5 Curriculum Development

Each school has developed a Personal and Social Education programme within its curriculum that can help in highlighting issues of child protection giving students skills to seek help and support. Prerequisites for curriculum development will raise teacher awareness of child protection issues, combined with school policies such as positive behaviour, equal opportunities and the prevention of bullying.

A sensitively designed programme which includes a healthy respect for confidentiality will aim to enable all children to share their feelings and develop positive attitudes and values in a safe and supportive environment.

5.4.6 Support for Staff

All staff must be aware of and implement the ICS Child Protection Policy. New staff need to be made aware of current procedure through induction and staff training. Being informed enables all staff to understand their responsibilities towards child protection. It is important for a system of support to be established for Principals, Child Protection Officers and all members of staff who become involved with abuse cases.

5.5 Procedures to Follow in Case of Suspicion (see CPSS Flowchart below)

5.5.1 Concerns

If a member of staff notices symptoms which give cause for anxiety then they should contact a member of the Inclusion Committee (IP). The IP member will then write up a Record of Concern and discuss with the IP team what procedure to follow (i.e. monitoring or to refer to CCPO/ CPOs).

5.5.2 Disclosure

As soon as the child has spoken to the adult (teacher, educational assistant etc.), or strong indications that the child has been abused in some way have been observed, the member of staff involved should complete a Disclosure form and contact the CCPO or CPO immediately.

5.5.3 Disclosure Form

The Disclosure form should be readily available and should be completed with as much detail as possible including what the child has said, in her/his own words, as well as any expressions, behaviour, background circumstances, etc. Avoid personal opinions and comments or changing the child's language.

5.5.4 Actions by CPPO/ CPOs

Once a disclosure has been made and the CCPO and CPOs informed a meeting will be held immediately to discuss the case. In the case of suspected child sexual abuse or serious physical abuse the CCPO in consultation with the CPOs will endeavour to ensure that all efforts are made to support the student and they are protected from any immediate danger.

5.5.5 Confidentiality

All child protection monitoring records must be kept centrally by the CCPO. Access to these records within the school must be restricted and recorded. On no account must these records be kept with the child's general records and no records, letters or information supplied by other agencies may be shown to the parents by the school without express permission.

5.6 Monitoring and Recording Concerns

5.6.1 The Purpose of Monitoring

The introduction of a formalised framework for monitoring suspected cases of child abuse will have the effect of:

- clarifying the nature and extent of the concerns
- providing a clear record of the facts which contribute to the development of concerns
- helping to identify patterns of behaviour
- providing a means of reducing staff anxieties
- enabling subsequent referrals to external agencies

The monitoring system must be clearly understood by all staff. They should be aware of how the system operates and when it will be used. If concerns about a child arise, the decision whether to refer to an external agency (e.g. police, Family Welfare etc.) or to monitor within the school should be made by the CCPO and CPOs having consulted with the party who raised the concern. The question as to whether or not to refer to an external agency should be reviewed whenever an addition is made to the monitoring record; the action should be recorded. It is likely that the school will most often use the monitoring system as a means of information gathering prior to the involvement of an outside agency. However, the school may also be asked to monitor, or to continue to monitor, a child either as part of an ongoing investigation; or when an investigation has taken place and there are still concerns about a child.

5.6.2 What To Record

Consideration should be given to any or all of the following:-

1. Patterns of Attendance: Unexplained absences or those that follow a pattern.
2. Nature And Quantity of Contact with Parents/Domestic Helpers: Uninvolved or over-involved parents; reactions to adults coming to collect the child.
3. Body Language and Behaviour: Changing behaviour associated with a particular time or day; marked changes in behaviour or attitude over time; eating disorders or changes in eating patterns, complaints about feeling unwell, difficulties in walking or sitting; sexualised behaviour, symptoms of drug/solvent abuse. Mood changes at the end of a day and reactions to adults coming to collect the child.
4. Language: Either explicit or ambiguous.
5. Play: Acting out abuse in play situations or drama; exhibiting extreme aggression or withdrawal.
6. Drawing And Writing: Pictures or people with detailed genitalia; suspicious incidents in diaries or news; detailed stories of abuse in "imaginative" writing.
7. Medicals and PE: Reluctance to undress; bruising; torn clothing; bloodstains; smell of semen.
8. Indications or Neglect: Inappropriate clothing; poor personal hygiene; strong attention or affection seeking; underweight or small for age.
9. Injuries to The Child: Bruises; lacerations and weals; burns and scalds; injuries or medical problems that do not receive medical attention (whenever possible photographs should be taken)

10. Record any special needs of the child. This list is by no means exhaustive, and what is appropriate to record will vary in each individual case, and according to the age and maturity of the child.

5.6.3 How To Record

1. The record must only contain facts. These records may be open to disclosure to parents and it is therefore essential that they only contain factual material. It is important not to interpret what is seen or heard, simply to record. This will also help to reduce teachers' natural anxieties about committing such sensitive matters to paper.

2. Day, Date, Time and Place should be included. This will make it possible to discern any patterns of behaviour more easily.

3. Background Information should be included in order to put the incident in context. The events leading up to and surrounding an incident can be as important as the incident itself. Examples of such relevant information would include such things as details of the setting, triggering factors, and details of school routine that might have a bearing on the observed behaviour.

4. Any Record of the Child's Words Should Be Verbatim and not the teacher's interpretation of the child's words. This would include the child's words for the parts of the body, rather than the adult ones that the teacher would use. Where a teacher tries to clarify what a child is trying to say, the record should include details of the teacher's questions. It may be appropriate to have photographic evidence of some specific injuries.

These records must be regarded as confidential, and consideration be given as to who within the school needs to know of their content. It will rarely be appropriate for all staff to be made fully aware of the details of the concerns.

Careful consideration should be given to the amount of information to be shared. The coordination of these records by the CCPO and CPOs will ensure that concerns expressed by other staff will be fed into the system. The monitoring records will need to be stored securely, in a central place, separate from general school records. Arrangements for the transfer of such documents between Kindergarten, Primary and Secondary Schools, need to be considered very carefully with full liaison with involved professionals. It may be necessary to bring those involved together in order to get a wide contribution to what can be a difficult decision. The agreed outcome should be recorded in the file.

5.7 The Role of the CCPO and CPOs

- To refer cases to external agencies as appropriate.
- To be a point of contact and support for staff in cases of concern or disclosure.
- To familiarise themselves with Jordanian law regarding child protection.
- To co-ordinate information and develop communication between the school and other agencies.
- To ensure that there is support within the school for children who have been abused.
- To keep up to date with relevant information, legislation and developments regarding child protection.
- To ensure that the issue of child protection is given due emphasis.
- To co-ordinate aspects of personal safety curriculum development.

- To be the focal point in the school for all staff. However, this should not mean that they carry the total responsibility and recognition should be given of their possible need for practical and emotional support.

6. COMPLIANCE

Child Protection is the responsibility of all adults and should be a part of the whole school approach. It is not a teacher's job to diagnose abuse; a teacher's role is just to observe that something may be wrong, ask about it, listen, be available and make time to talk.

Clear indications or disclosure of abuse must be reported to CCPO/ CPO without delay, using the correct procedures as stated in the guidelines.

Any matters concerning the implementation of this Policy, including non-compliance in a particular school/organisation should be raised with the CCPO or CPOs. .

CP&SS Flowchart

Concerns		Disclosures
1. Staff member contacts member of IP		1. Staff member completes a Record of Disclosure
2. IP member completes a Record of Concern		2. Staff member immediately contacts CCPO or CPO
3. IP Panel meets to discuss (timing will depend on type of concern) and assign a status: 1. Monitoring; or 2. Action		3. CCPO and CPOs meet to assess case and agree action required
Monitoring	Action	
a) IP to monitor with relevant staff member(s)	a) IP refer case to CCPO/CPO	
	b) CCPO and CPOs meet to assess case and agree action required	