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A unique International British School exclusively dedicated to highly gifted children

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Leonardo Gifted School

Child Protection Policy

School Internal Policy

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Policy is: PUBLIC

School Child Protection Policy

Rationale

The **Leonardo Gifted School** fully recognizes its responsibilities for child protection. Our policy applies to all staff, directors, students, teachers, psychologists and volunteers working in the school.

Aims

- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children/students.
- Raising awareness of child protection issues and equipping children/students with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting children/students who have been abused in accordance with his/her agreed child protection plan.
- Establishing a safe environment in which children/ students can learn and develop.

Strategy for implementation

We recognize that because of the day to day contact with children/ students, school staff is well placed to observe the outward signs of abuse. The school will therefore:

- Establish and maintain an environment where children/ students feel secure, are encouraged to talk, and are listened to.
- Ensure children/ students know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the curriculum for children/ students to develop the skills they need to recognize and stay safe from abuse.
- Ensure we have a designated person responsible for Child Protection (Gabriela Cosma - Child Protection Officer (CPO)). The CPO will have overall responsibility throughout the school and he will refer all matters to him/ her.
- Ensure every member of staff (including temporary and supply staff and volunteers), knows the name of the designated person responsible for child protection and their role.
- Ensure all staff, student teachers and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated person responsible for child protection.
- Keep written records of concerns about children/ students, even where there is no need to refer the matter immediately.
 - Ensure all records are kept securely; separate from the main children file.
 - Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
 - Ensure safe recruitment practices are always followed.

Strategies for support

We recognize that children/ students 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/ students at risk. Sometime at school their behaviour may be challenging and defiant or they may be withdrawn.

Leonardo Gifted School will therefore . . .

- Establish and maintain an environment where children feel secure, are encouraged to talk, are listened to and are aware of how they can get help
- Ensure that all staff are able to identify welfare concerns and take appropriate action to address their concerns
- Promoting a positive, supportive and secure environment and gives pupils a sense of being valued
- Ensure that all children know that there are adults in the school whom they can approach if they are worried
- Include opportunities in curriculum for children to develop the skills they need to recognise and stay safe from abuse
- Recognise that each child's welfare is of paramount importance and that some children may be especially vulnerable to abuse e.g. those with special educational needs, those living in adverse circumstances e.g. those who witness violence.
- Liaison with other agencies specializing in child protection if possible after discussion with the Child Protection Officer.

The school will consider taking disciplinary action against any member of staff, or agent of the School, where it believes students are at risk of abuse from that member of staff, even in cases where there is to be no criminal prosecution.

Reporting cases of abuse

The school recognizes that it is not responsible for investigation. If the matter warrants reporting to the local authority, this will be in accordance with Romanian law, and if necessary the police.

Unexplained absence

The school will endeavour to make enquiries about students who are removed from school or go missing without reasonable explanation - particularly when concerns have already been raised.

Information relating to concerns about students will be passed on to the new school -by the Whole School CPO.

Gabriela Cosma, December 2014

School Safeguarding Procedures

The school's Child Protection Officer is Mrs. Gabriela Cosma.

Child Abuse

Base of all child abuse is the failure to recognize a child's basic needs and respond to them. Our duty is to be open to the possibility that various forms of abuse may take place, to identify the indicators of such abuse and to ensure that our concerns are transmitted those able to act in this case. Any delay in doing this might leave the child open to further and possibly more serious abuse and might result in a possible loss of evidence which could have been used to improve the child's position. We recognize that because of the day-to-day contact with children, school staff is ideally placed to observe the outwards signs of abuse. It is the role of the designated CPO to keep a secure record, to monitor and to refer cases as necessary to the School Child Protection Officer. These documents are to be kept separate from the child's academic file.

Abuse is defined by Romanian Law no.272 / 2004 on the Protection and promotion of child rights and can take various forms, being classified as physical, emotional, psychological, sexual and economic.

Physical abuse

Physical abuse is the injury to the child in the interaction, single or repeated with a person in a position of responsibility, power or trust relationship with it, as a result of intentional acts that cause suffering child now or in the future.

- 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 feigns induced or fabricated illness to the child.

Emotional Abuse

Emotional abuse is the repeated exposure of children whose emotional impact situations beyond his ability to integrate psychological. Emotional abuse is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. Emotional abuse comes from an adult who is in the relationship of trust with the child responsibility or power.

Specifically, these measures:

- Can be verbal and non-verbal humiliation, intimidation, threats, terrorizing, restrictions of freedom of action, disparagement, unfair accusations, discrimination, ridicule and other hostile or rejecting attitudes towards the child.
- If emotional abuse is repetitive and sustained lead to damage various levels of the psyche of the child (eg. The structure of personality, affect, cognition, adaptation, perception) becomes psychological abuse, which has more severe consequences than long-term emotional abuse on child development.
- It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.
- It may feature age or developmentally inappropriate expectations being imposed on children.
- It may involve causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Neglect

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 food - food deprivation, lack several essential for growing food, irregular meals, food inappropriate or improperly administered child's age;
- neglect clothing - clothing inappropriate for the season, clothes too small, dirty clothes, no clothes;
- neglect of hygiene - lack of bodily hygiene, repulsive odors, pests,
- medical neglect - lack of necessary care, vaccinations and omission control visits, prescription treatment failure, failure recovery programs;
- educational neglect - discouraging, punishments and rewards system instability, lack of school progress tracking;
- emotional neglect - lack of attention to contacts adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment

Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may occur alone. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening.

- The activities may involve physical contact, including penetrative (e.g. rape or buggery) or non-penetrative acts and order to attract children to actions or obscene;
- They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.
- Sexual abuse also involves exposure to obscene material or is provided with such materials and child's exposure to language, insults or sexual nature

It is important to be aware that according to Romanian law, a child who witnesses abuse is also considered to have been abused.

Role of CPO

To be responsible for child protection issues and to ensure that communication with relevant authorities and parties concerned are maintained. (See job description)

Role of staff

Include protecting children and promoting their welfare while children are in their care. Any member of staff who has a strong suspicion of abuse should report their concerns to the CPO immediately.

The most important thing to remember: do not keep information to yourself. If you have any doubts or suspicions, please inform the designated member of staff or Head of School in the event of his/ her absence. It is a requirement that all concerns should be recorded however minor.

School staff should not investigate reports of physical or sexual abuse themselves. Alleged victims, perpetrators, those reporting abuse and others involved will not be interviewed by School staff beyond the point at which.

Child Information

In order to keep children safe and provide appropriate care for them the school requires accurate and up to date information regarding:

- The child's status
- Names and contact details of persons with whom the child normally lives
- Names and contact details of all persons with parental responsibility
- Emergency contact details (if different from above)
- Details of any persons authorised to collect the child from school (if different from above)
- Any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- Any other factors which may impact on the safety and welfare of the child

The school will collate, store and agree access to this information and ensure all staff are aware of and adhere to agreed procedures.

The information detailed above will be collected by 'parent contact' forms and 'medical details' forms at the start of each academic year.

This information will be held in the school office

Information update forms are available on the school website.

Indicators of abuse – what you might see

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff is also aware of the range of behavioural indicators of abuse and report any concerns to the CPO.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

A child who is being abused or neglected may:

- Have bruises, bleeding, burns, fractures or other injuries.
- Show signs of pain or discomfort.
- Keep arms and legs covered, even in warm weather.
- Be concerned about changing for PE or swimming.
- Look unkempt and uncared for.
- Display difficult behaviour.
- Change their eating habits.
- Have difficulty in making or sustaining friendships.
- Appear fearful.
- Be reckless with regard to their own or other's safety.
- Self-harm.
- Frequently miss School or arrive late.
- Show signs of not wanting to go home.
- Display a change in behaviour – from quiet to aggressive or happy-go-lucky to withdrawn.
- Challenge authority.

- Become disinterested in their School work.
- Be constantly tired or preoccupied.
- Be wary of physical contact.
- Be involved in, or particularly knowledgeable about drugs or alcohol.
- Display sexual knowledge or behaviour beyond that normally expected for their age.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse.

It is very important that staff report their concerns – they do not need ‘absolute proof’ that the child is at risk.

Taking Action

Key points for staff to remember for taking action are:

- In an emergency take the action necessary to help the child, for example, call 112.
- Report your concern to the School Child Protection Officer immediately.
- Do not start your own investigation.
- Share information appropriately but do not discuss the issue with colleagues, friends or family.
- Record concerns as soon as is practically possible using the School’s Record of Concerns form – date and sign.
- Continue to support the child.
- Seek support for yourself if you are distressed.

Dealing with disclosure

1. Always stop and listen straight away to anyone who wants to tell you about incidents or suspicions of abuse.
2. Do not give a guarantee of confidentiality. Talk through the issue of confidentiality with the child. You can guarantee that you will only pass on information to the minimum number of people who must be told in order to ensure that the proper action is taken; that you will never tell anyone who does not have a clear 'need to know'; and that you will personally take whatever steps you can to protect the informing student or adult from any retaliation or unnecessary stress that might be feared after a disclosure of alleged abuse has been made.
3. Remain calm, do not panic or express shock
4. Reassure the child - tell them they are doing the right thing and that you are pleased they are confiding in an adult. Praise them for having the courage to talk about it with someone
5. Let the child know that you will do your best to protect and support them.
6. Explain that you would like to make notes of what they are telling you and write a short account of what is being said.
7. Do not project or assume anything, let the child tell their story; leave your own assumptions out. Listen carefully - do not prompt responses.
8. Let the child know they are believed
9. Use age specific language. Ask for clarification for any meaning or words you don't understand.
10. Avoid asking leading questions like, 'Who hit you?' Instead try, 'How did you get that mark?' or 'Is there anything else you want to say?' Open questions normally begin with "what" "where" "how" "who", also "tell me", "explain to me" and "describe to me"
11. Closed questions that could afford the answer Yes or No should also be avoided upon disclosure.
12. Avoid making any criticism of the alleged perpetrator in front of student.
13. Check that you have a full understanding of what the child has told you before the end of the discussion.
14. Explain to the student that it is necessary; in order to help him or her, you will have to tell certain other parties. Assure them however that this will not be general knowledge within the school community.

15. Ensure the student is handed onto a sympathetic, appropriate environment when he or she leaves you. Do not leave them on their own. Ensure that the child is not left in a situation where he/she may be pressured to change their story
16. Report the information immediately to the designated member of staff who must then report it to the appropriate authority within 24 hours if necessary.
17. After reporting the allegation to the CPO, the staff member should also make a written record as soon as possible of what they have been told and hand a copy to designated CPO/ Deputy or the Head of School. It is important that the information is recorded in as much detail as possible so that the child does not have to repeat the details of abuse unnecessarily
18. Maintain confidentiality. Do not discuss this with any other members of staff, children or people outside of school. It will be considered a breach of school protocol if you do this.
19. Follow any instruction given by the CPO with regard to:
 - a. Informing a student's parents.
 - b. Informing student of next steps
 - c. Medical examination or treatment for the student.
 - d. Immediate protection needed for a student who has been the victim of abuse, a student who has given information about abuse and a student against whom an allegation has been made.
 - e. Informing people at School (including any other members of staff) of the allegation.
 - f. Attending case conferences.

Role of Head of School

1. Consider suspension from duty, pending investigation, any staff member alleged to have abused a student or students. In the event that the allegation is made against the Head of School or involves the Head of School the CPO will inform the Board of Directors who will take responsibility for the following actions.
2. Take any necessary steps for the longer-term protection and support of each student who has made allegations of abuse, or is alleged to have suffered from abuse.
3. Ensure that any student being interviewed by the police has a supportive member of staff of their own choice to accompany them.
4. Ensure co-operation by the School in any subsequent investigation by local authorities or police.
5. Make arrangements where feasible for any student who has been the subject of abuse to receive any necessary continuing counselling and support by agreement with his parents where appropriate.
6. Co-operate with Child Protection Officer to ensure that the appropriate authorities are informed.

Staff Welfare

Leonardo Gifted School understands that staff who identify or who are disclosed to may find the whole matter distressing. The school will make every effort to help that member of staff, for example by providing paid leave or counselling.

Confidentiality and sharing information

All staff must understand that child protection issues warrant a high level of confidentiality, not only out of respect for the children and staff involved, but also to ensure that being released into the public domain does not compromise evidence.

Staff must only discuss concerns with the CPO or Head of School depending on who is the subject of concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need to know' basis.

Training

The school recognises the importance of ensuring staff are made aware of Child Protection policy and procedures on an annual basis at the beginning of each academic year, so that all those working with children understand their responsibilities and are familiar with expected practice.

The school is committed to providing those with child protection responsibility appropriate training on a regular basis to ensure that they are up to date with UK policy and practice and to Romanian law.

Gabriela Cosma
December 2014

CHILD PROTECTION POLICY AND GUIDELINES

Appendix 1 School

Welfare Concern Form

Use this form to record any concern about a children's welfare and give it to the designated person for child protection or her/his deputy or the Head of school.	
Date and time the form handed to the designated person:	
Student's name M/F	Nationality
Student's Address (if you know)	
Class, Class teacher	Date recorded
Nature of Concern Why are you concerned about this child? What have you observed and when? What have you heard and when? What have you been told and when? Record any noticeable non-verbal behaviour and the words used by child rather than your own interpretation of it. (Use both sides of the form if needed. Use a Body Map form to indicate the position of any injuries if needed.)	
Recorded by	Signature
Shared with others Yes / No	If yes, with whom

CHILD PROTECTION POLICY AND GUIDELINES

Appendix 2

Child Protection Record

(completed by CPO)

Form 1 was received and discussed:

Child's Name:		Date of birth:		Year group:	
Child's DOB :			Class Teacher:		
Male/Female	Nationality/Ethnic Origin :	Disability:	Religion :		

Record of initial discussion:	Date of referral	Reported by
Who has the information been shared with?		
Initial action points	Agreed timeline	Action by?

CHILD PROTECTION POLICY AND GUIDELINES

Appendix 3

Confirmation of receipt of child protection policy

Name: _____

Date of joining school:

Post:

Date of induction:

Name and designation of staff member responsible for induction:

I confirm that I have received and read the school's Child Protection Policy and guidelines. I have been made aware of my duty to safeguard and promote children's welfare. The procedure for reporting concerns about a pupil has been explained to me.

Signature:

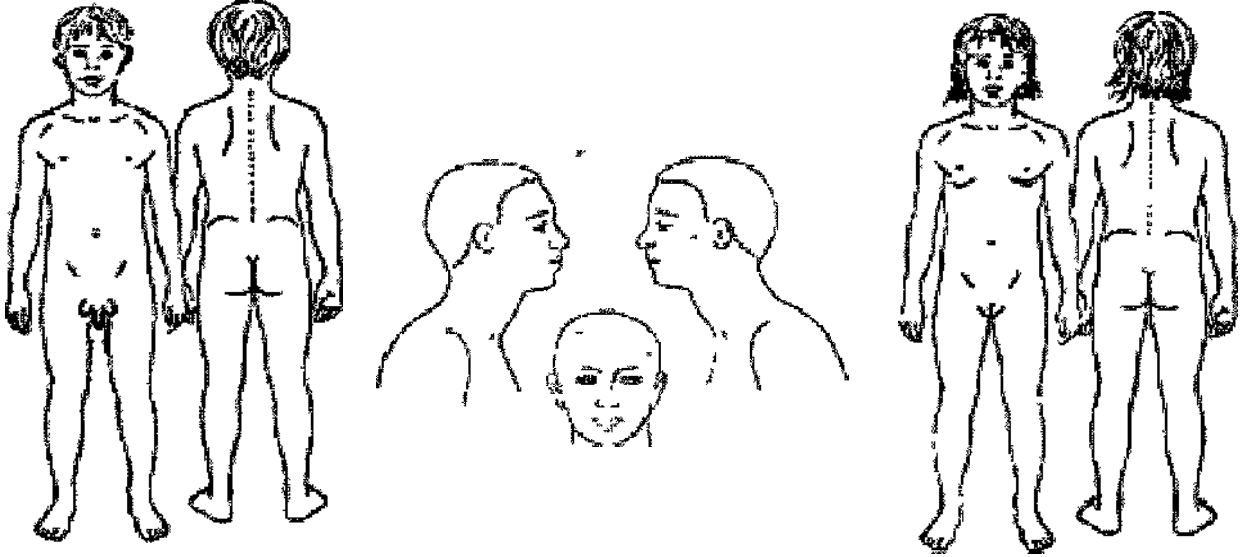
Name:

Date:

CHILD PROTECTION POLICY AND GUIDELINES

Appendix 4

BODY MAPS FOR CHILD PROTECTION ISSUES



Forename Date of Birth

Surname

Date of Examination

Male / Female

Illustrate any concern regarding physical injury on this sheet. Indicate the position of any bruising or abrasions and approximate age where possible. Show size, shape and colour of marks observed. Bruising fades from pink-purple-blue-brown-yellow. Do not remove clothing for the purpose of the examination. Record accurately as this may be a legal document. Pass to Designated Person on completion.

Information for parents - a paragraph for the Parents Guidelines

As you can remember from the last PLT meeting, the school has a duty to inform parents about the responsibility to inform Social Care or other agencies in the case staff has seen concerns about child's wellbeing. Please, see the suggested paragraph below.

"Parents need to understand that the **Leonardo Gifted School** has a duty to safeguard and promote the welfare of children. This responsibility necessitates the Child Protection Policy and Procedures and the school may need to share information and work in partnership with other agencies when there are real concerns about child's welfare."

Essential Contacts in the Romania

Emergency, Police, Fire Arm	112	
Child Phone	116 111	
National Authority for Child Protection and Adoption	021-315.36.33, 021-315.36.30, 021-310.07.89, 021-310.07.90	office@anpfdc.ro
Green line for child protection	0800 8 200 200	

Internal Policy Whole School Child Protection

Standardized Acknowledgment list of Internal Policy by the Board

The member of the Board of Directors accepts and by signature acknowledges enactment of Internal Policy name: **Internal Policy Whole School Child Protection.**

Number:

I, a member of the Board of Directors declare that I am familiar with the Internal Policy, and I will inform managers, employees and volunteer in my line of management about its existence and /or update.

Department	Name and Surname	Signature	Date