



# Child Protection Policy

TUIS follows English National Curriculum of England in conjunction with Uzbek Education system.

## Child Protection Co-ordinators

The Child Protection Co-ordinators (CPC) at TUIS School are the Primary and the Secondary Head.

## Child Protection Core Group

The Child Protection Co-ordinators will call together the Core Group, as appropriate, who will consider all or any evidence gathered and decide on the action to be taken. The Core Group will consist of the Director, the Head of Primary, the Head of Secondary, the School Psychologist and the School Doctor. The Office Secretary will act as record keeper to these meetings.

All documentation will be held by the School Psychologist in a locked draw.

Where the Core Group decides to set up a sub-group to deal with a specific situation, this group might include Key Stage Leaders and Teacher/Pastoral Tutor as appropriate. Information gathered and the agreed action plan will be shared with the relevant sub-group.

[NB: Child abuse allegations against staff and the use of restraint on students are covered in a separate policy.]

## Building Relationships with Students

This can be done by:

- a. Consulting with students
- b. Providing someone to talk to
- c. Providing an appropriate environment
- d. Supporting learning in class
- e. Encouraging students to have positive relationships with peers
- f. Building good student/teacher relationships

## The School Needs to be a Safe, Caring Environment

Where we:

- a. Actively promote the self-esteem of the children
- b. Have the child at the centre of our philosophy
- c. Encourage independence, self-confidence and assertiveness in the children
- d. Following (Uzbek & International) child safety protocols and regulations, TUIS does not approve a child to be alone with the teacher or any member of the staff on school premises. There should be at least two students and a teacher / staff member present at all times. (important)
- e. Offer a curriculum which provides the opportunity to discuss emotions, relationships, etc.
- f. Establish good links with parents and other professionals working with children in our school
- g. Provide a curriculum where children can solve problems and are able to make decisions and choices
- h. Respect each other regardless of gender, race, creed or colour
- i. Have clear policies on health education (including drug education), equal opportunities, behaviour and bullying

## What do we hope to achieve?

- a. A positive self-image
- b. Respect for self and others
- c. A caring approach to others

- d. The ability to take responsibility for oneself and one's actions

### **Confidentiality**

Staff should not give undertakings of absolute secrecy. An abused child or a person disclosing information about abuse is likely to be under severe emotional stress, and the staff member may be the only person whom the child or adult is prepared to trust. When information is offered in confidence, the member of staff will endeavour to reassure the child or adult, whilst explaining that the matter will be shared only with people who need to know about it in order to follow procedures aimed at safeguarding their welfare.

### **The Role of the Child Protection Co-ordinator**

- a. To make all staff aware of the school's policy
- b. To liaise with outside agencies such as school doctor and psychologists
- c. To liaise with other staff who offer pastoral care
- d. To ensure that there is a format for the recording of incidents, that procedures are followed and records maintained
- e. To make referrals and monitor these referrals afterwards
- f. To write reports and record information as necessary
- g. To attend child protection conferences
- h. To raise staff awareness on an annual basis
- i. To review, revise and maintain the Child Protection Policy within the school

### **The Role of the Class Teacher/Form Tutor**

During the assessment process, teachers may be expected to provide information about:

- a. Attendance
- b. General manner in school – attendance, moods or mood swings, appearance, etc.
- c. Ability and performance in work
- d. Social development
- e. Attitudes towards adults
- f. Behaviour
- g. Self-confidence
- h. Physical ability
- i. Observations of the child at play
- j. Any strengths or weaknesses not mentioned above
- k. Known behaviour, interests or unusual routines outside school
- l. Parents/carers attitudes towards school
- m. Any other relevant information

### **The Management of the Suspected Abuse.**

- a. The following categories form the criteria for registration on the Child Protection Register:
- b. Neglect
- c. Physical injury
- d. Sexual abuse
- e. Emotional abuse
- f. Self-harm or abuse

The notes in Appendix A provide guidance. If a member of staff is in doubt about signs or indications of abuse, alert the co-ordinator. Staff should only ask students open-ended questions in relation to suspected abuse. They should not "investigate".

### **General Points**

Information, which needs to be available to all staff, will be shared at staff meetings. Information is for "professional use" and should remain absolutely confidential outside of the school.

Information might include:

Details of actual or suspected physical abuse

- a. Parental non-contact details following legal decisions
- b. Mood swings, aggression and/or tantrums
- c. Withdrawal by child and wanting to be on his/her own

All staff must be aware of this policy, of the procedures outlined and where further details and guidance are stored.

Staff referrals and Child Protection records will be kept by the Child Protection Co-ordinator within the school's medical centre, under lock and key. Parents do not have a right of access to these files.

On transfer, the Director will decide which records, if any, will be passed on to the next school.

Appendix A Need for Protection – some indicators

Appendix B Questions which might establish a cause for concern

Appendix C The order of procedure for all staff in school

### **Appendix A (Child Protection Policy) Need for Protection – Some Indications**

#### **Physical Abuse Physical Indicators**

Unexpected bruises (in various stages of healing)  
Welts, human bite marks, bald spots  
Unexplained burns, especially cigarette or immersion burns (glove like)  
Unexplained lacerations, fractures or abrasions

#### **Behavioural Indicators**

Self-destructive  
Withdrawn or aggressive behaviour  
Uncomfortable with physical contact  
Arrives at school early or stays late as if afraid to be at home  
Chronic runaway (teenagers)  
Complaints of soreness  
Wears clothing inappropriate for weather to cover body