



Child Protection and Safeguarding

SCHOOL STAFF ARE MANDATED REPORTERS

Mandated reporter must report under the following circumstances:

- A report should be made when there is reasonable cause for concern that a child may be at risk
- Reasonable cause to suspect a child who you see in your professional or official capacity has been abused (including neglected)
- When parent or legal guardian states from a personal knowledge facts, conditions, or circumstances that would appear that child has been abused

IF IN DOUBT, REPORT IT

Any staff member who receives a disclosure of abuse, allegation, or suspects abuse may have occurred, will report it **immediately** to the lead or deputy **Child Protection Officer** (CPO)

Director - Scott Crawford, Lead CPO

School Counsellor - Kate Mallin

Head of Secondary - Zach Pascoe

Head of Primary - Fiona Mayer

If receiving disclosure:

- Listen to the child. Allow the child to tell what has happened in their own way, and at their own pace. Do not interrupt a child who is freely recalling significant events.
- Remain calm. Be reassuring and supportive but endeavour to not respond emotionally.
- Don't ask leading questions. Staff are reminded to ask questions only when seeking clarification about something the child may have said. Use TED; Tell, Explain, Describe.
- Repeat back what has been said.
- Make an accurate record of what they have seen/heard and then transfer that information to the Child Protection Referral Form at the first opportunity. When doing so, record people, times, dates or locations mentioned, using as many words and expressions used by the child as possible. Do not substitute anatomically correct names for body part names used by the child. Spell any words phonetically which are unclear.
- Reassure the child that they did the right thing in telling someone; reassure the child that they have not done anything wrong. Explain to the child what will happen next and the need for the information to be shared with the CPO.

Procedure for staff expressing concerns or receiving disclosure:

- 1) Ensure the child is in a safe place to receive support if necessary.
- 2) Initial report orally communicated to CPO comprising of a factual account (in child's own words verbatim) of incident and followed up with a referral form.
- 3) Immediately submit the form to CPO, signed and dated. All allegations of child abuse should be made to Social Development Department by a child protection officer as well as to the Royal Virgin Islands Police Force Community Liaison Officer within 24 hours of initial report.

Staff cannot promise a child to keep secrets which might compromise the child's safety.

Do not attempt to investigate the allegation.

All matters relating to child protection are to be treated as **highly confidential, including within staff.**



Child Protection and Safeguarding

All staff at Cedar International School believe our school should provide a safe, caring, positive, and stimulating environment that promotes the social, physical, and moral development of the individual child. A child centred approach means we strive always to keep the child in focus when making decisions about their lives and in working together with them, their families as well as external agencies. All staff¹ are expected to be vigilant to the needs of our students.

This policy has been developed in accordance with the protocol established by the **International Task Force on Child Protection (ITFCP)** in *'Managing Allegations of Child Abuse by Educators and Other Adults Protocol for international schools'*, (2018), and in line with the **BVI's 'Protocol for the Prevention, Investigation and Reporting of Child Abuse and Neglect'** (2014), as well as the UN's convention of the Rights of the Child, in that children should have access to safe education. Reference was also made to The Department for Education, England *'Keeping Children Safe in Education'* (2018). It also reflects the practices outlined in the **IB Standards and Practices (2018) Student Support - The school fosters the social, emotional, and physical well-being of its students and teachers. (0202-03).**

The school takes seriously its responsibility to safeguard² and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements are in place within our school to identify, assess, and support those children who are suffering harm or whose welfare may be in question. All staff are required to read and adhere to the Staff Code of Conduct which outlines behaviours expected of them as well as having an understanding of the behavioural guidelines and the attendance guidelines which can be found in the staff and student handbooks.

We recognise all staff and Board of Trustees have a duty of care to safeguard all children, and have a full and active part to play in protecting our pupils from harm and actively promoting their welfare. Whilst ensuring the safety and protection of all children the needs of people with disabilities, children and others who may be particularly vulnerable must be taken into account.

The school recognises that as well as threats to the welfare of children from within their families, children may be vulnerable to abuse or exploitation outside their homes and from other children. Staff will remain vigilant and alert to these potential risks. This policy applies to both real world and online environments.

The aims of this policy are:

¹ Unless otherwise stated, all references to 'staff' or 'member of staff' should be interpreted as meaning owners, trustees, all former and current teaching, pastoral, support, occasional, supply and contract staff, leaders, volunteers, visitors, any other adults working in the school setting on any basis, including contract, employment, and volunteering.

² ITFCP document defines safeguarding as 'protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of their right to safe and effective care; taking action to enable all children to have the best outcomes.

- To help to provide an environment in which children and young people feel safe, secure, valued, respected, and feel confident that they know how to approach adults if they are in difficulties.
- To ensure all teaching and non-teaching staff are aware of the need to safeguard and promote the wellbeing of children. Identifying the need for support early to promote well-being and promptly reporting cases of actual or suspected abuse.
- To ensure our school has a clear system for communicating concerns and a model for open communication between children, teachers, parents and other adults working with children.
- To underpin a structured procedure within the school, outlining roles and responsibilities, which will be followed by all members of the school community in cases of suspected abuse.
- To ensure the school has robust systems in place which accurately records safeguarding and child protection concerns, which are clearly understood by staff and adhered to.
- To develop effective working relationships with all other external agencies involved in safeguarding and promoting the needs of children at our school in line with BVI protocol.
- To ensure that all staff appointed within our school have been through safe recruitment process and understand the principles of safer working practices as set out in our Staff Code of Conduct. We understand that staff should have access to advice on the boundaries of appropriate behaviour in order to define and underpin the safe working practices adhered to within our school.
- To provide clarity to other community users of our facilities with regard to our expectations of how they should maintain a safe environment which supports children's welfare and development.

All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another. See Appendix 1 for indicators of abuse.

Responsibilities

All staff understand safeguarding children is **everyone's responsibility. We are mandated reporters. All staff must review the school's Child Protection Policy each year and complete an appropriate safeguarding training every 3 years.** Any member of staff, volunteer or visitor to the school who receives a disclosure of abuse, an allegation or suspects that abuse may have occurred will report it immediately to a nominated child protection officer (Director - Lead Child Protection Officer, Deputy Child Protection Officers; Head of Primary, Head of Secondary or School Counsellor). In the absence of all of the above, concerns should be brought to the attention of the most senior member of staff on site.

Staff understand if there is an immediate risk of harm then, under the Children's and Young Persons act Part 1 Section 4, they should report to the Royal Virgin Islands Police Force (RVIPF) and update the lead CPO at the earliest opportunity.

Furthermore, the BVI Protocol for the Prevention, Reporting, Investigation and Management of Child Abuse and Neglect stipulates that mandatory reporting requires that the mandated reporter must report the incident or suspicions immediately in the following circumstances:

- Where there is reasonable cause to suspect the child whom you see in your professional or official capacity has been abused or neglected;
- When the parent or legal guardian states from a personal knowledge facts, conditions, or circumstances that if substantiated, would appear to you that the child has been abused or neglected; and

- If you suspect child abuse or neglect while working in your capacity as a staff member of an educational institution.

All staff should be aware of the process for making referrals to the child protection officers and what to do if a student tells them he/she is being abused.

All staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection (see Appendix 1).

All staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

Procedures

All adults (including supply teachers and volunteers) should have a current (within three years) police certificate on file and be aware of systems within Cedar which support safeguarding. This includes the Child Protection policy; the behaviour policy; the staff Code of Conduct; the identity, contact details and role of the designated Child Protection Officers (CPOs). New staff will have these explained, as part of their induction into the school.

All members of staff are required to attend training opportunities arranged or delivered by the CPO, in order to develop their understanding of the signs and indicators of abuse, how to respond to a student who discloses abuse and the procedure to be followed to promote a child's welfare.

All parents/carers are made aware of the school's responsibilities in regard to child protection procedures through this policy, which shall be available on the school website and referred to in our student parent handbook.

Through our Attendance Policy, we have in place a robust system for monitoring attendance and will act to address absenteeism with parents and pupils promptly to effect change and identify any safeguarding issues arising. All children attending our school are required to have a minimum of two identified emergency contacts, this is to support prompt communication in the event of a serious incident or a child missing from school. Parents are expected to inform the school via email, telephone call or handwritten note if there are changes to the usual pick up arrangements. Anyone other than the parent or guardian collecting a primary student must sign the student out via the office.

Allegations against members of staff are referred to the SDD or RVIPIF. The staff recognise their role as mandated reporters is a legal duty and a failure to refer when the criteria (as outlined on p.2 of this policy) are met is a criminal offence. A flow chart depicting the reporting, investigating and management of abuse by the SDD and RVIPIF can be found in appendix 4.

Procedure for staff expressing concerns or receiving disclosure

It is not required to develop proof of abuse or neglect prior to making a report, but rather where there is reasonable cause for concern that a child may be at risk. A list of physical and behavioural indicators of abuse can be found in Appendix 1. Do not ignore a suspicion, indication or allegation of abuse, if in doubt, report it to a CPO.

The initial report may be orally communicated, and should be followed up with a completed referral form (available from a designated Child Protection Officer, on the resources section of the Cedar website or appendix 2 of this document) recording the date, time, the location of the disclosure and details of the disclosure. A copy of the form will be emailed within 24 hours to RVIPF and a copy is to be kept on record by the school. Once a report is made the RVIPF/SDD should keep the Director sufficiently apprised of the status of the investigation and provide in writing the proposed plan of care for the child as it relates to the school.

- Staff will ensure the child is in a safe place and in receipt of support should this be needed.
- Staff will initially make a verbal report to a CPO to alert them to the safeguarding/child protection concern arising.
- Staff will then follow this up, making a written report consisting of a factual account of the incident using the school child protection referral form (appendix 2). When documenting a child's disclosure, the child's own words will be used. The record will be signed and dated.
- The referral form should be passed to the lead CPO immediately by hand. The CPO will record when the report was passed to them and what action was taken, updated with any outcomes as achieved. A decision will be made by the CPO team whether the incident meets the criteria for referral to external agencies and how to proceed.
- The written report will be stored on google drive under counselling files under the name of the student accessible only by the designated protection officers.

Teachers, Director, Division Heads, Counsellors and other school personnel are NOT to attempt to investigate allegations of abuse or take any steps to contact parents/family members.

Staff may find the following guidance from the ITFCP useful in responding to a disclosure

DO:	DO NOT:
<ul style="list-style-type: none"> • stay calm and show no signs of shock; • listen and respond with empathy in a non-judgmental and open way; • consider the disclosure seriously; • remain calm, supportive, and reassuring; • validate the child's feelings; • explain what you need to do (report to the DSL) and why; • allow the child control when feasible; • consider the child's language needs and whether support in another language is necessary; • reassure the child that they have done the right thing in coming forward; and • take notes and make a record as soon as possible following the disclosure. 	<ul style="list-style-type: none"> • view images of children (rather ask for a brief description and secure a device as possible evidence for law enforcement); • interview the child, ask leading or unnecessary questions, or provide language for the child; • take notes during the disclosure; • make promises that may not be able to be honoured (such as promising you won't tell anyone or that this will never happen again); • suggest that the child may be to blame in any way for what happened; or • ask the child to wait until another person can be present to witness the disclosure.

Listen to the child. Allow the child to tell what has happened in their own way, and at their own pace. Do not interrupt a child who is freely recalling significant events.

Remain calm. Be reassuring and supportive but endeavour to not respond emotionally.

Not ask leading questions. Staff are reminded to ask questions only when seeking clarification about something the child may have said. Use TED; Tell, Explain, Describe.

Make an accurate record of what they have seen/heard using the schools record keeping processes, recording; times, dates or locations mentioned, using as many words and expressions used by the child as possible. Do not substitute anatomically correct names for body part names used by the child. Spell any words which are unclear phonetically.

Reassure the child that they did the right thing in telling someone; reassure the child that they have not done anything wrong. Explain to the child what will happen next and the need for the information to be shared with the CPO.

Allegation Inquiry

When responding to allegations of abuse, the school will follow the steps outlined below:

- An allegation comes to light (this may be through various forms including written statement from victim or another member of school community which describes or infers inappropriate behaviour by adult or another child, verbal or nonverbal disclosure or part disclosure, monitoring of staff and social media use, member of the public, police, health or external agency, a legal claim) This must be reported to a CPO.
- The CPO to whom the allegation is first reported will use their discretion and professional judgement in collaboration with the relevant division head CPO / counsellor CPO, to decide whether further investigation is required. If no further action is decided on at this time, the report must be documented and placed on file in the counsellor's office.
- If the decision is made to proceed further, a CPO will facilitate disclosure by questioning the victim asking open ended, non-leading questions to determine the wellbeing of the individual and provide support. The response should be prompt and personal and avoid legal tone. No attempts to investigate the allegation should be made. Questioning should be limited to critical information to understand critical facts (establish the basic fact of where? when? who?, determine the immediate safety of the child, determine if medical or psychological attention is required)
- Any urgent actions required will be taken to prevent imminent risk from harm. This may include counselling, medical examination. If sexual abuse/assault occurred within 72hrs, a sexual abuse examination may be required, which would likely take place at Peebles hospital under the supervision of the RVIPF.
- Report to the CPO will be made immediately (if not already aware).
- The allegation will be recorded asap and will include time, date, day and location of disclosure/discovery, identity of child and perpetrator, details of demeanour and behaviour, what was said/seen/heard, who it was reported to, name of person making report. When documenting the child's disclosure, the child's own words will be used. The record will be signed and dated.
- All allegations of child abuse should be made to RVIPF within 24 hours of the initial report. Depending on the nature of allegation and SDD/RVIPF thresholds, it may be necessary to take some preliminary steps to evaluate the allegation prior to deciding on course of action. This decision should be made using SDD/RVIPF criteria for reporting.
- **Teachers, Principals, Guidance Counsellors and other school personnel are NOT to attempt to investigate allegations of abuse or take any steps to contact parents/family members. This is the role of the RVIPF and the SDD. The Director/CPO must refer all cases of suspected child abuse to the RVIPF/SDD immediately. The initial report may be orally communicated, but this should be followed up with a completed referral form. A copy of the form submitted to the Department is to be kept on record by the school. Further decisions should be made should only be taken following an SDD/RVIPF decision as to how to proceed and in full consultation.**
- School will consider taking further legal advice at this point if not already done regarding the next steps.
- Decision will be made on who will lead the school's response to the allegation. A small response team will be formed, identifying appropriate skilled personnel to respond to the

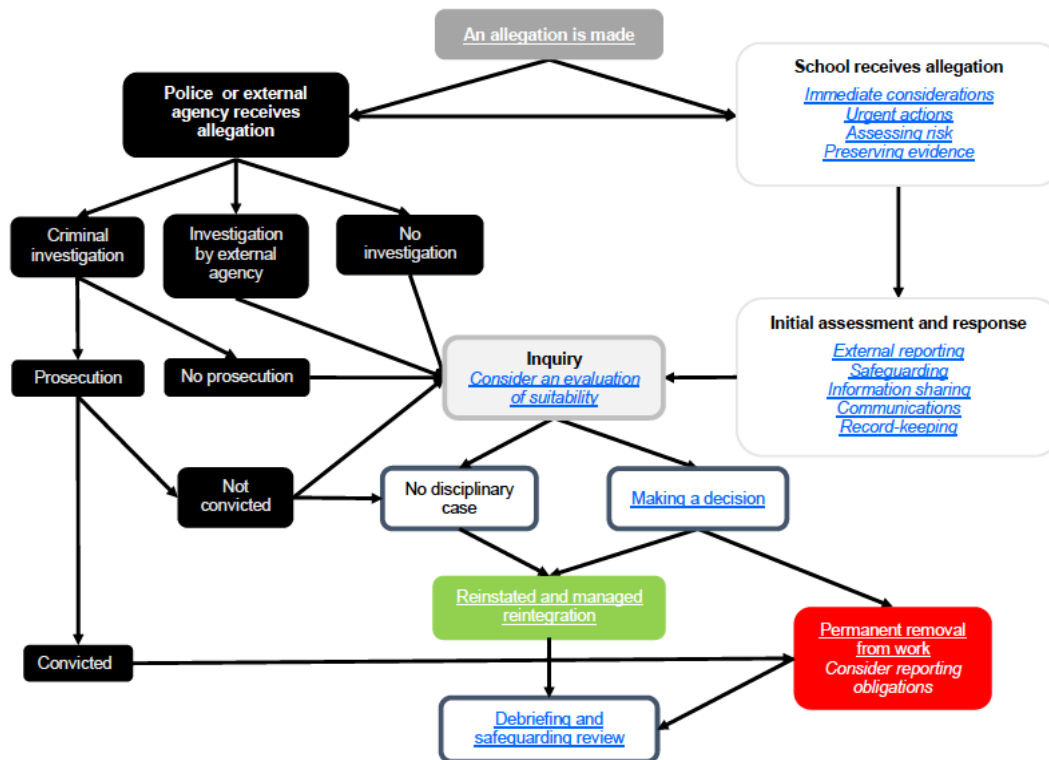
allegation not investigate it. The nature and size of the team will depend on many factors including the nature of allegation.

- In consultation with legal advisors and external agencies, immediate risks will be assessed and evidence preserved. This may include protecting children from any potential harm by the alleged perpetrator, restricting access or preserving online evidence.
- It may be deemed appropriate to suspend the alleged perpetrator if their continued presence in the school is necessary to protect children, potentially putting children at risk, likely to influence an investigation or inquiry, or necessary to maintain confidence in the school. Where the alleged perpetrator is suspended, their keys and laptop will be secured and access to the school server cut off.
- Where the alleged perpetrator is to have a continued presence in the school, a written assessment of the risks and agreed strategies for minimising the risks will be carried out. Continued presence would need to be based on a very clear and justifiable risk management plan.
- Due diligence will be used in determining, in consultation with legal advisors, RVIPF, and SDD, how to identify and protect further victims within and outside the school community.
- The risks faced by the child longer term also need to be assessed. Support may include appointing a trusted member of staff, facilitating the delivery of health services and educational support, and/or providing information about further services.
- Lead CPO will be informed and decision made in consultation with SDD/RVIPF as to who else needs to be informed, ensuring no information is disclosed which could hinder any future investigation or inquiry, or violate data protection or student or perpetrators rights
- One person from the response team will be made responsible for communications. Legal advisors and RVIPF / SDD will be consulted prior to any communications being sent, including to the victim and their family, the perpetrator, staff, wider community and media. Communications must be consistent with any legal restrictions.
- All decisions made regarding the inquiry into an allegation must be recorded, dated and signed on the Allegation Inquiry Record (appendix 3)

If SDD and/or RVIPF are not able or willing to intervene, and/or where the behaviour does not meet the threshold for referral, we will ensure that any advice they have provided is followed where possible and any appropriate steps are taken internally to ensure a safe environment. Should the allegations involve a staff member or volunteer, the school will take appropriate actions to determine the person's suitability to work with children. In the case the allegations involve a student perpetrator, the school will take appropriate actions to determine the child's suitability to remain enrolled. A record of any such allegations will be recorded and kept on file and a separate record for the child, which will be stored securely in the counsellors google drive.

The following diagram from ITFCP protocol can be found on p.17 of the document Managing Allegations of Child Abuse. Further detailed guidance on the steps of managing an allegation is

contained within the document and should be referred to.



Record keeping

An incident file will be created which records the initial referral document, all dates, days of the week, times and summaries of conversations with external agencies and advisors, and an action log which sets out any actions taken and the decision making process. The file will be kept confidential on Google Drive ~~secure in a locked file in the counsellors office~~, and access limited to small number of people (e.g. CPO, Head, SDD). A record of the allegation and its outcome should be kept on the adult's file, even after the alleged perpetrator has left the school. Any information regarding the welfare of the child will be kept separately on the child's personal counselling records file.

We recognise that all matters relating to child protection are confidential.

The Director or Child Protection Officer will disclose personal information about a pupil to other members of staff on a need to know basis only. All staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children. Staff will not keep duplicate or personal records of child protection concerns. All information will be reported to the Child Protection Officer and securely stored only in the counsellor's office, separate from the pupil records.

All staff are aware they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another. Staff will however reassure the child that information will only be shared with those people who will be able to help them and therefore need to know

We will always undertake to share our intention to refer a child to Social Development Department with their parents /carers, unless to do so could put the child at greater risk of harm or impede a criminal investigation. If in doubt, we will consult with the RVIPF or SDD.

Under BVI law, parental consent must be sought before releasing information on behalf of minors.

Retention of Records

When a disclosure of abuse, or an allegation against a member of staff or volunteer, has been made, our school will have a record of this. These records will be maintained in a way that is confidential and secure. Cedar shares all student records, including any relevant child protection records to the student's next school upon request, within the bounds of confidentiality. We also retain a copy of any child protection records we generate until the student reaches the age of 25yrs.

If an allegation is made against a member of staff, a comprehensive, confidential summary of the allegation will be kept on their personnel file. A record of the allegation and its outcome will be kept in the adult's personnel file, even after the alleged perpetrator has left the school, including when cases have been investigated and found to be without substance. This record will be kept by the school until normal retirement age of the staff member involved, or 10 years after the allegation if longer. For cases in which an allegation has been proven to be false, unsubstantiated or malicious, the allegation will not be included in employer references. In the instance of repeated allegations however our school retains the right in the interest of safeguarding students to retain a record of concern.

Prevention

We recognise school plays a significant part in the prevention of harm to our students by providing effective lines of communication with trusted adults, supportive friends and an ethos of protection. As a community we therefore;

- Establish and maintain a safeguarding ethos, which is understood by all staff, enabling students to feel secure. Ensuring all students know there are staff in the school whom they can approach if they are worried or in difficulty. Encouraging students to share their worries, knowing that they will be listened to.
- Provide opportunities across the curriculum which equip children with the skills they need to stay safe from both physical and emotional harm and to know to whom they should turn for help.
- Ensure staff work effectively with partner agencies to seek advice support and guidance, drawing on multi agency expertise, knowledge and experience to support students at risk of harm including emotional and intellectual harm via social media and use of the internet.
- Are sensitive and alert to the possibility of the risk some children's behaviours may pose to their peers. Staff will be supported by the CPO to assess and act on concerns highlighted to ensure school remains a safe place to learn.
- Operate safe recruitment practices including ascertaining the suitability of employed staff and volunteers in regulated activities. Checks will be made through the immigration requirement for a Police report from former countries of residence for international hires, BVI police checks for all on island hires and character references for volunteers. Gaps in CVs are to be explained. Community users organising activities for children are made aware of and required to demonstrate their understanding of the need for compliance with the school's Code of Conduct and child protection policy, as part of their use of our facilities.
- Stay vigilant. The campus is covered by video cameras (with the exception of bathrooms) and all except 3 highly visible external gates are locked 15 minutes after drop off, and remain so until 10 minutes before pick up. The front gate remains open throughout the day, all visitors are required to sign in at the front office.

- Control Use of Photography. We will often use photographs and film to capture achievements, monitor a child development and help promote successes within our school. Via our website we like to be able to share these events with parents. We are however mindful of the safety of our students. The school will ensure consent is sought from the parent or carer of any child under the age of 18 *before* any photographs are taken through the admissions process. We acknowledge the right of parents and students to withhold or withdraw consent at any point in time of the duration the student is at Cedar. Guidance is given to staff regarding appropriate and safe use of student photography in the staff code of conduct.
- Promote Anti-bullying. Students, staff, parents and carers are supported to understand the school's definition of bullying through our Anti-Bullying Contract. This is written in language which is accessible to pupils and outlines examples of behaviours considered to be bullying and the consequences of such. Both parents and student are asked to read and sign the contract.
Staff, pupils and parents are made aware of how mobile technologies are increasingly being used to bully children both in and outside of the school environment. Cyber bullying is therefore referenced within our Anti-Bullying Contract.
- Promote safe online practices. Whilst a central part of our work with students is to support and educate them to stay safe whilst online, we also have in place the web filtering system 'Light Speed' so that young people cannot view specific categories, websites and we can track student use. Further details of our e-safety procedures and practices can be found in our Acceptable Use policy, which is shared and signed by all secondary students. Safe rules are discussed with primary students by their teacher. There is also guidance in our staff handbook on appropriate use of technology.
 - Staff will be kept up to date on matters of child protection by the CPOs via training and emails.

Supporting Staff

We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the CPO and to seek further support if necessary. This could be provided by the director, head of department or another trusted colleague, school or outside agency counsellor.

A member of staff who has an allegation made against them will also require support. They will be referred to counselling and advised to seek independent legal or trade union representation. Someone who does not have a role in the investigation in school will be appointed to be their point of contact. The point of contact will be kept informed of developments in the process.

Child Protection and Safeguarding will be monitored continually by Staff, Division Heads, Director and the Board of Directors.

This policy will be reviewed on an annual basis.

Gemma Restell, Learning Support Coordinator, Written: February 2019

Appendix 1

Physical and Behavioural Indicators of Abuse

ABUSE: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

PHYSICAL ABUSE	
<p>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.</p>	
Physical Indicators	Behavioural Indicators
<p>Injuries (bruises, cuts, burn, bite marks, fractures, etc.) that are not consistent with the explanation offered (e.g. extensive bruising to one area, or repeated injuries)</p> <p>The presence of several injuries that are in various stages of healing</p> <p>The presence of various injuries over a period of time.</p> <p>Injuries not suitably dealt with</p> <p>inappropriate administration of drugs</p>	<p>Run away attempts and fear of going home</p> <p>Stilted conversation, vacant stares, or frozen watchfulness, no attempt to seek comfort when hurt</p> <p>Describes self as bad and deserving to be punished</p> <p>Cannot recall how injuries occurred, or offers an inconsistent explanation</p> <p>Wary of adults or reluctant to go home, absences from school</p> <p>May flinch if touched unexpectedly</p> <p>Infants may display a vacant stare or frozen watchfulness</p> <p>Extremely aggressive or extremely withdrawn</p> <p>Displays extremely indiscriminate affection-seeking behaviour</p> <p>Extremely compliant/or eager to please</p> <p>Sad, cries frequently</p>

EMOTIONAL ABUSE
<p>The persistent emotional maltreatment of a child such as to cause severe and 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</p>

beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), 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, although it may occur alone.

Physical indicators	Behavioural indicators
Bedwetting and/or diarrhea which is non-medical in origin Frequent psychosomatic complaints: headaches, nausea, abdominal pains Child fails to thrive	Mental or emotional developmental lags, behaviour inappropriate for age Fear of failure, overly high standards, reluctance to play Unusual fear of consequence of actions, often leading to lying Extreme withdrawal and/or aggressiveness, mood swings Overly compliant, too well-mannered; too neat and clean Extreme attention seeking behaviours Displays extreme inhibition in play Poor peer relationships Severe depression, often suicidal Constantly apologises

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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

Physical indicators	Behavioural indicators
Sores in the mouth Eating or sleep disturbances Recurrent physical ailments Unusual or excessive itching in the genital or anal area Torn, stained or bloody underwear (observed if the child requires bathroom assistance) Pregnancy or venereal disease Injuries to the vaginal or anal areas (e.g. bruising, swelling or infection)	Reluctance to participate in physical activities or to undress or take a shower after sports Fear of normal physical contact, especially when initiated by an adult Self-mutilation, depression, suicide attempts, anxiety, withdrawal, phobic behavior Dramatic behavioral changes, sudden non-participation in activities Poor peer relationships, self-image, overall self-care Overly compliant or conversely overly aggressive or destructive behavior Age inappropriate sexual play with toys, self,

	others (e.g. replication of explicit sexual acts) Age inappropriate sexually explicit drawings and/or descriptions Bizarre, sophisticated and/or unusual sexual knowledge Promiscuity, prostitution, seductive behaviors directed towards members of the opposite sex Fear of home, excessive fear of men or women
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NEGLECT	
<p>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: a. provide adequate food, clothing and shelter (including exclusion from home or abandonment) b. protect a child from physical and emotional harm or danger c. ensure adequate supervision (including the use of inadequate caregivers) d. ensure access to appropriate medical care or treatment It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.</p>	
Physical indicators	Behavioural indicators
Frequently hungry Dirty or smelly Left without adequate clothing Unwashed clothes Untreated injuries, medical and <u>dental issues</u> Repeated accidental injuries caused by lack of supervision Recurring illnesses or infections Not been given appropriate medicines Poor muscle tone or prominent joints skin sores rashes, flea bites, <u>scabies</u> or <u>ringworm</u> Thin or swollen tummy <u>Anaemia</u> Faltering weight or growth and not reaching developmental milestones (known as failure to thrive)	angry, aggressive Self-harm Withdrawn Takes risks Exhibits obsessive behaviours Tiredness Soils clothes Misses school Depressed Clingy Suddenly behaves differently poor language, communication or social skills Reports nightmares Suicidal thoughts Low self esteem/confidence

Appendix 2

Child Protection Referral Form



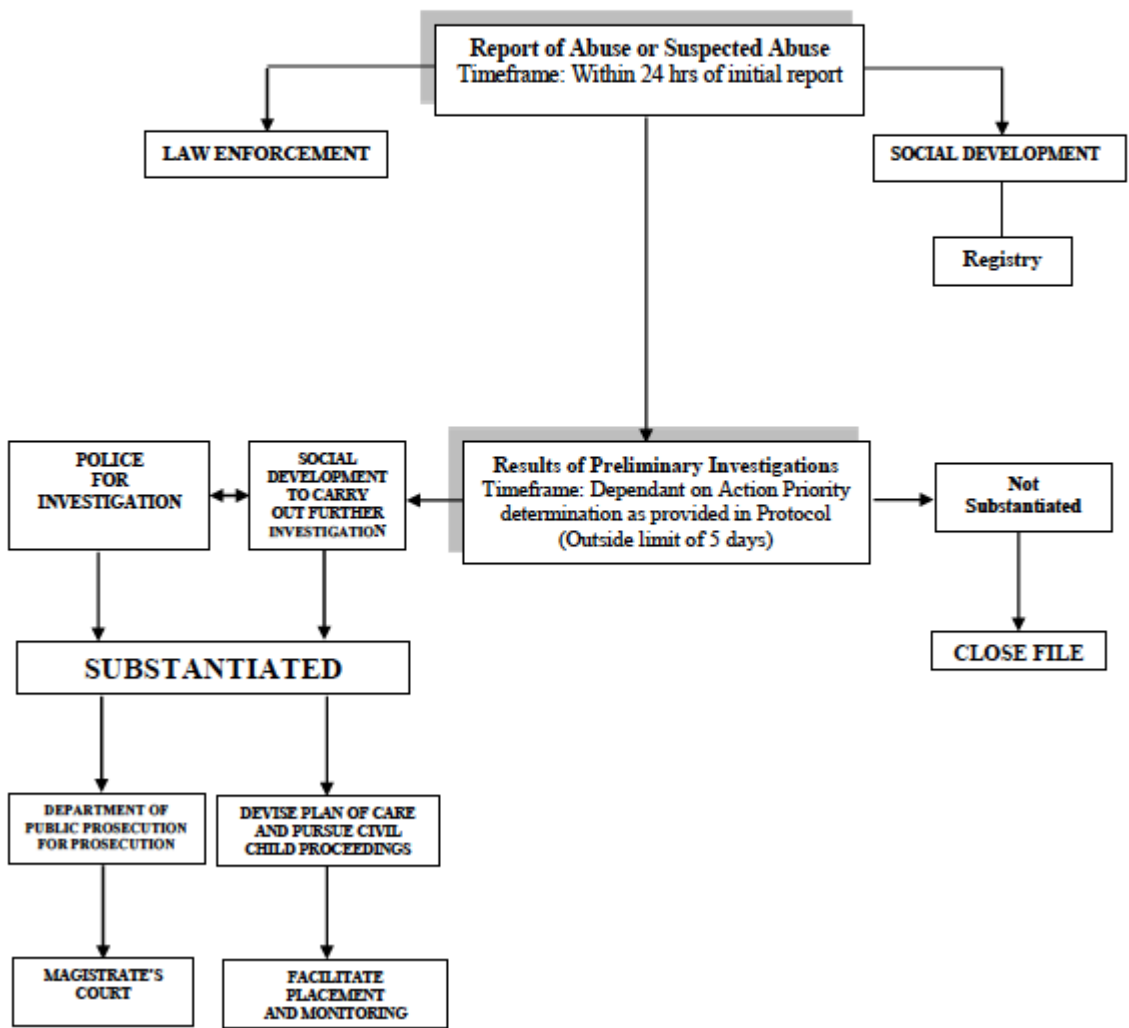
Day of week, date and time of disclosure or discovery	Date and location of alleged incident/s
Identify of Child Name Date of Birth Grade Address	Identity of Alleged Perpetrator Name: Date of birth: Relationship to child: Address:
Reported by Role/Relationship to child	Reported to
Summary Details of the disclosure - use child's own words	
<p>Form completed by Signed: _____ Date: _____</p> <p>Handed to Signed: _____ Date: _____</p> <p>Received/submitted to/by RVIPF /SDD _____ Date: _____ Received by: _____ Date: _____</p>	

Any additions or changes should be added to the initial document, without altering the original document.

Please hand in person to lead Child Protection Officer; Director, or in his absence - Head of Secondary, Head of Primary or School counsellor

Appendix 4 from BVI Protocol For Prevention, Reporting, Investigation and Mangement of Child Abuse and Neglect (Government of the Virgin Islands 2018)

FLOW CHART DEPICTING THE REPORTING, INVESTIGATION, AND MANAGEMENT OF CHILD ABUSE



Appendix 5

Designated Lead Child Protection Officers Responsibilities

- Creating a culture of safeguarding where children are protected from harm. Ensuring children receive the right help at the right time using the Threshold Document to inform plans for support or protection (see Appendix One for definitions of the categories of abuse).
- Ensuring referrals to SDD/RVIPF are followed up in writing, within 24 hrs of initial contact.
- Establishing and embedding a policy and process for recording and storing information about child protection concerns and outcomes achieved, enabling records to be reviewed and an overview gained, to support timely interventions and allowing prompt follow up, if it is felt the needs of the student are not being met.
- Ensuring records are up to date and staff are supported to differentiate between fact/opinion/ hearsay and are maintained in accordance with data protection.
- Ensuring records are stored safely and securely and remain confidential. The CPO will share information on a 'need to know' basis only and in accordance with the confidentiality policy. All child protection files are held separately from pupil records.
- Creating a culture of safeguarding and vigilance within the school, beginning with ensuring all staff receive an appropriate level of induction and training to support them to be professionally curious, to question behaviours and to "think the unthinkable" if they have concerns for a student
- Acting as a focal point for staff to be able to discuss and share their concerns, supporting staff to formulate their thinking and be part of planning to address issues raised, liaising with other agencies and professionals to achieve change
- Being available to staff during school hours and term time for consultation and advice on safeguarding concerns raised. In their absence the CPO will ensure a deputy is available
- Ensuring arrangements are in place support staff outside of these times if students are off site and accompanied by staff.
- Reporting regularly (suggest minimum of once a term) with the Board of Trustees to share oversight of safeguarding provision within the setting, monitor performance and develop plans to rectify any gaps in delivery noted.
- Retaining overall responsibility for the safeguarding of students although tasks may be delegated to other members of the safeguarding team at the school.

