

Child Protection Policy

Marlow Sports fully recognises its responsibilities for child protection.

Our policy applies to all staff and volunteers working for Marlow Sports. There are four main elements to our policy:

- 1. Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.**
- 2. Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.**
- 3. Supporting pupils who have been abused in accordance with his/her agreed child protection plan.**
- 4. Establishing a safe environment in which children can learn and develop.**

We recognise that because of the day to day contact with children, Marlow Sports staff are well placed to observe the outward signs of abuse. Marlow Sports will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults whom they can approach if they are worried.

We will follow the procedures set out by a combination of authorities such as Association for Physical Education (AfPE), National Society for the Protection of Cruelty to Children (NSPCC), schools and the Local Safeguarding Children Board and take account of guidance issued by the Department for Education and Skills to:

- Ensure we have a designated senior person for child protection who has received appropriate training and support for this role.
- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated senior person responsible for child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection.
- Ensure that parents have an understanding of the responsibility placed on Marlow Sports and staff for child protection by setting out its obligations in the Marlow Sports prospectus.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely.
- Follow procedures where an allegation is made against a member of staff or volunteer.
- While working in schools, who have their own Child Protection Policy, Marlow Sports staff will act in accordance with their policy and notify the school of any issues related to Child Protection.

We recognise that children 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 at risk. When coaching or teaching within a particular setting their behaviour may be challenging and defiant or they may be withdrawn. We will endeavour to support the pupil through:

- The content of the programme.
- The Marlow Sports ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- Ensuring that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as social services, Child and Adult Mental Health Service, education welfare service and educational psychology service, in liaison with schools.
- Ensuring that, where a pupil on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

All those who come in contact with children in their everyday working life have a duty to safeguard and promote the welfare of the child. It is important that all adults working with children are able to recognise possible signs of neglect or abuse and know the procedure to follow if they suspect anything. The welfare of the child is paramount and each case must be handled in a sensitive way.

All adults working for Marlow Sports must be aware of the procedures and protocols for promoting and safeguarding the welfare of the children and know who to contact to express concerns.

The Designated person for child protection is the Director – although in a school setting it will be the Headteacher

General Information/Advice

- Do not put a child off if it is not a convenient time- they may not try again.
- If possible find a place where you can listen in privacy. This may require you to arrange for another adult to cover your session temporarily.
- Explain carefully to the child that you must tell another adult-(director/head teacher) about what they have said and tell that person as soon as possible what you have heard
- Stay calm and reassuring and keep an open mind.
- If you cannot understand what the child is saying quickly find someone who can and ask the child to share the information with them (e.g. a speech and language child-find support staff)
- Listen but do not ask leading questions or interrogate the child

- Avoid criticising the alleged perpetrator
- Do not assume no other child/adult is involved
- Do not stop the child who is freely recalling
- Record what you have heard using child's own words putting date, time, place, who was present and what led up to the conversation. Agreed school (if that is the setting) forms to be used to record information. Any 'rough' notes should also be kept.
- If necessary monitor child over a period of time and keep records
- If there are concerns about a particular child all staff must be made aware but know the importance of confidentiality
- It is the duty of any professional coming into contact with a child on the Child Protection Register to inform the key worker of any change in child's circumstances

Types of abuse

Physical

Hitting, shaking, burning, throwing, poisoning, drowning or otherwise causing physical harm

Emotional

Conveying to child that they are unloved, inadequate, worthless

Sexual

Forcing or enticing child to take part in sexual activities involving contact or non-contact

Neglect

Persistent failure to meet child's basic needs

What all staff need to know

- Who Designated teacher is and who will carry out their responsibilities if they are unavailable
- Correct procedures for reporting an incident
- How to talk with child in an appropriate way
- How to identify signs and indicators of abuse
- What to do if an allegation is made against you or a colleague
- If you instinctively know something is wrong do not ignore it
- Be aware of the common sites for Non-accidental injury diagram
- Be aware of flow chart for referral- attached to the rear of this policy
- If concerns arise outside school hours or in the holiday contact **to be confirmed**, the police or NSPCC Child Protection helpline 0808 800 5000.

The aftermath of abuse

Children may experience any of the following:-

Triggers- something or someone who reminds them of some aspect of their abuse-name, smell, place etc

Intrusive memory - a recollection of some aspect of their abuse that is unsolicited and difficult to ignore or remove

Panic attacks - an over whelming feeling of absolute fear and anxiety that may produce physical reactions such as sweating, difficulty in breathing or stiffening

Inability to concentrate - inhibited capacity to focus due to intrusion, emotion or intensity of recollection

Interrupted learning – too disturbed by events to be able to retrieve knowledge previously acquired or assimilate new information

Negative self image and avoidance - considers themselves stupid, a failure, etc, angry and frustrated with self. Avoiding tasks or people due to fear of failure

Compensation and concealment - a contrived presentation of self or situation, denial of feeling

Resignation or retaliation – withdrawal or retreat into self or attack and rejection of others- avoids socialisation, becomes aggressive, confrontational or blames others for their problems

Self harm – deliberately inflicting pain or injury to self

Substance abuse - takes drugs/alcohol to escape the pain, memory or impact, overdosing on theirs or others prescribed medication

Signs and indicators of abuse

Physical

- Unexplained burns or injuries
- Untreated or lingering injuries
- Bruises and abrasions around face, especially if recurring
- Damage or injury around mouth
- Bi-lateral injuries such as two black eyes
- Bruising to soft areas of face e.g. cheeks
- Bite marks
- Burns or scalds(note pattern and spread of injury-cigarette burns)
- Wheals suggesting beatings

Behavioural indicators

- Improbable excuses for injuries
- Refusal to discuss injuries

- Admission of punishment which appears excessive
- Shrinks away from physical contact
- Refusal to undress/keeps arms/legs covered even in hot weather
- Fears of medical help
- Self-harming behaviour
- Aggression towards others
- Over compliant behaviour or watchful attitude
- Deterioration in school work
- Unexplained pattern of absences
- Fears or reluctance to return home or have parents contacted

Emotional - the most difficult to detect

- Delays in physical or intellectual development
- Self-mutilation
- Over reaction to mistakes
- Continual self-deprecation
- Sudden speech disorder
- Social isolation
- Extremes of compliance, passivity and/or aggression/ provocativeness
- Compulsive stealing
- Rocking, sucking thumb, hair twisting
- Drug, alcohol, solvent abuse
- Fear of parents being contacted

Neglect

- Small in stature or poor physique
- Unkempt/washed/poor personal hygiene
- Constant hunger
- Constant tiredness
- Inadequate clothing
- Untreated medical problems
- Social isolation
- Low self esteem
- Lateness/non attendance
- Destructive
- Poor relationships with peers
- Compulsive stealing/scavenging
- Rocking, hair twisting, and thumb sucking

Sexual- affects child emotionally and physically

- Love bites and other bite marks
- Self-harming
- Tiredness/lethargy
- Pregnancy or sexually transmitted diseases
- Sudden changes in behaviour/performance
- Too sexually aware for their age
- Public masturbation
- Fear of undressing
- Tendency to cry easily

- Regression to younger behaviour thumb sucking
- Depression and withdrawal

Disabled Children

The signs and indicators of abuse are the same but some children may show these behaviours due to their impairment rather than abuse. Staff must be cautious not to stereotype or make assumptions – are they always like this or have they suddenly changed? Maybe possible to explain behaviours by other factors e.g. new medication.

**WHAT TO DO
If You're Worried A Child Is Being Abused**

A FLOW CHART FOR REFERRAL

**PRACTITIONER HAS CONCERNS ABOUT
CHILD'S WELFARE**



Practitioner discusses with manager and/or other senior colleagues as they think appropriate



Still has concerns

No longer has concerns



Practitioner refers to social Services, following up in writing Within 48 hours

No further child protection action, although may need to act to ensure services provided



Social worker and manager acknowledge receipt of referral and decide on next course of action within one working day

Feedback to referrer on next course of action



No further social services involvement at this stage, although other action may be necessary, e.g. onward referral



Initial assessment required



Concerns about child's immediate safety