



St Edward's School

Safeguarding and Child Protection Policy, Procedure and Guidance

This school is committed to safeguarding and promoting the welfare and wellbeing of its pupils.

The school acknowledges the important contribution from colleagues in developing Child Protection policy. This policy is subject to review by the staff team through dedicated INSET.

The school's safeguarding and child protection policy should be read in conjunction with other school policies, some of which appear as appendices.

This policy is guided by DfE regulations including Keeping Children Safe in Education (2018).

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Child Protection Policy

Policy Statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.

We make every effort to provide a safe, welcoming and nurturing environment. We seek to maintain a culture of openness where pupils and adults feel secure, able to talk and believe that they are being listened to.

Where safeguarding is concerned we maintain an attitude of “it could happen here”.

This policy provides staff, volunteers and governors with the framework they need to keep children safe and secure in our school and to inform parents and carers how we will safeguard their children whilst they are in our care.

Specific guidance is available to staff within the procedure documents.

Definitions

Within this document:

Child Protection is an aspect of safeguarding, but is focused on how we respond to children who have been significantly harmed or are at risk of significant harm.

The term **Staff** applies to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity. This also includes governors.

Child refers to all young people under the age of 18. On the whole, this will apply to pupils of our school; however the policy will extend to visiting children and students from other establishments.

Parents/carers refers to birth parents and other adults in a parenting role for example adoptive parents, step parents, guardians and foster carers.

Abuse could mean neglect, physical, emotional or sexual abuse or any combination of these. Parents, carers, peers and other people can harm children either by direct acts and / or failure to provide proper care. Explanations of these are given within annex 5.

Aims

- Provide staff with the framework to promote and safeguard the wellbeing of children and, in so doing, ensure they meet their statutory responsibilities.
- Ensure consistent good practice across the school.
- Demonstrate our commitment to keeping children safe.

Principles and Values

- Children have a right to feel secure and cannot learn effectively unless they do so.
- All children regardless of age, gender, race, ability, sexuality, religion, culture or language have a right to be protected from harm.
- All staff have a key role in prevention of harm and an equal responsibility to act on any suspicion or disclosure that may indicate a child is at risk of harm in accordance with the guidance.
- Whilst the school will work openly with parents/carers as far as possible, the school reserves the right to contact children's social care or the police, without notifying parents/carers if we believe this to be in the child's best interests.
- We acknowledge that working in partnership with other agencies better safeguards children and reduces risk. Thus, we will engage in partnership working throughout the child protection process to safeguard children.

- All staff have the skills, knowledge and understanding to keep all pupils safe particularly the more vulnerable looked after, previously looked after children and those subject to a child protection plan.

Leadership and Management

Clear lines of accountability, training and advice are intended to support the process and the individual staff within that process.

In this school any individual can contact the Designated Safeguarding Lead (DSL) if they have concerns about a young person.

St Edward's School's DSL is **Phil Watts**.

There are two Deputy DSLs: **Harry Fenemore** and **Jim Fenemore**

There is a nominated governor - **Michael Tennant** - who will receive reports of allegations against the head teacher and act on behalf of the Board of Governors.

As an employer we comply with the "Disqualification under the Childcare Act 2006" guidance issued in February 2015

Training

- All staff are expected to be aware of the signs and symptoms of abuse.
- All staff must be able to respond appropriately.
- All staff receive appropriate safeguarding and child protection training which is subject to regular update.
- In addition, all staff receive updates in the form of safeguarding and child protection e-newsletters which provides them with relevant skills and knowledge to effectively safeguard children.
- Hampshire Safeguarding Children's Board resources for Child Protection awareness are provided to all new staff on appointment, under the direction of the DSL.
- The school's DSLs attend annual training to enable them to fulfil their role.
- Training is informed by the school's participation in safeguarding events offered by Hampshire Safeguarding Children Board.
- Updates in national or local guidance – for example: 'Keeping Children Safe in Education' - are shared with all staff and later captured in subsequent whole school training.

This policy is subject to update during the year to reflect any changes brought about by new guidance.

Referral

Following any concerns raised by staff, the DSL will assess the information and consider if significant harm has happened or there is a risk that it may happen. If the evidence suggests the threshold of significant harm, or risk of significant harm has been reached; or they are not clear if the threshold is met, then the DSL will contact children's social care. If a DSL is not available and there are immediate concerns, staff must refer directly to children's social care.

Generally the DSL will inform the parents/carers prior to making a referral. However, there are situations where this may not be possible or appropriate.

N.B. The exception to this process will be in those cases of known FGM where there is a mandatory requirement for the teacher to report directly to the police.

Confidentiality

- We maintain that all matters relating to child protection are to be treated as confidential and only shared in accordance with the 'working together' guidance.
- Information will only be shared with agencies who we have a statutory duty to share with or individuals within the school who 'need to know'.
- All staff are aware that they cannot promise a child to keep a disclosure confidential.

As a school we will educate and encourage pupils to keep safe through:

- Our school's ethos which helps children to feel safe and able to talk freely about their concerns, believing that they will be listened to and valued. If a pupil is unable to talk freely, he can submit written concerns, if necessary anonymously, via the pupil post box.
- The content of our school curriculum and our spiritual, moral, social and cultural activities.

Dealing with allegations against staff (see Annex 6 for flow chart)

If a concern is raised about the practice or behaviour of a member of staff this information will be recorded and passed to the headteacher. The local authority designated officer (LADO) will be contacted and the relevant guidance will be followed.

If the allegation is against the head teacher, the person receiving the allegation will contact the **LADO** or the nominated governor – **Michael Tennant** -directly.

Dealing with allegations against pupils

If a concern is raised that there is an allegation of peer on peer abuse within the school, the child protection procedures will be followed.

Legal context

Section 175 (maintained schools) or section 157 (independent schools and academies) of the Education Act 2002.
Children Act 2004 & 1989

Guidance

Hampshire Safeguarding Children Board [protocols and guidance](#) and their [procedures](#)
[Working Together to Safeguard Children 2018](#)
[Keeping Children Safe in Education 2018](#)
[Disqualification under the Childcare Act 2006 \(2015\)](#)

Annual review

The school undertakes to review this policy at least annually in line with DfE, HSCB and HCC and other relevant statutory guidance.

Reviewed by SMT: 14th September 2018

Date approved by Board of Governors: 19th September 2018

Roles and responsibilities

Staff Team – responsibilities:

All staff play a key role in identifying concerns early and in providing help for children.

To achieve this our staff will:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried about any problems.
- Promote a whole school approach towards online safety driven by a broad and balanced curriculum including ICT and independent living skills.
- Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- Attend training in order to be aware of and alert to the signs of abuse.
- Maintain an attitude of “it could happen here” with reference to safeguarding.
- Record their concerns if they are worried that a child is being abused and report these to the relevant person as soon as practical that day.
- In the event of the disclosure of an allegation against a member of staff, follow the allegations procedures flow chart (Annex 6).
- Follow the procedures set out by the placing authority’s Safeguarding Children’s Board and take account of guidance issued by the Department for Education.
- Support pupils in line with their child protection plan, where appropriate.
- Treat information with confidentiality but never promising to “keep a secret”.
- Notify the Designated Safeguarding Lead of any pupil on a child protection plan who has unexplained absence.
- In the context of early help, notify colleagues and/or parents/carers of any concerns about their child(ren), and provide them with, or signpost them to, opportunities to change the situation.
- Liaise with other agencies that support pupils and provide early help.
- Ensure they know who the designated safeguarding lead (DSL) and deputy DSLs are and know how to contact them.
- Consider the context within which such incidents and/or behaviours occur (contextual safeguarding).

Senior Management Team - responsibilities:

- Via the Designated Teacher, promote the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales, in addition to Looked After Children.
- Contribute to inter-agency working in line with guidance (Working Together 2018)
- Provide a co-ordinated offer of early help when additional needs of children are identified
- Working with children’s social care, support their assessment and planning processes, including attendance at conference and core group meetings
- Carry out tasks delegated by the Board of Governors such as training of staff; safer recruitment; maintaining the Single Central Register
- Provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the school
- Treat any information shared by staff or pupils with respect and follow procedures
- Ensure that allegations or concerns against staff are dealt with in accordance with guidance from the Department for Education (DfE), Hampshire Safeguarding Children Board (HSCB) and Hampshire County Council (HCC)

Responsibilities - the Board of Governors ensure that

- The school has effective safeguarding policies and procedures including a child protection policy and a staff behaviour policy
- HSCB is informed annually about the discharge of duties via the safeguarding audit
- Recruitment, selection and induction follows safer recruitment practice
- Allegations against staff are dealt with by the headteacher.
- A member of the senior staff team has a stated responsibility to act in the capacity of designated safeguarding lead (DSL) and this is recorded in their job description
- Staff have been trained appropriately and this is updated in line with guidance
- Any safeguarding deficiencies or weaknesses are remedied without delay
- The Board has identified a Nominated Governor to manage allegations made against the headteacher.
- The Nominated Governor is responsible for scrutinising the child protection record during unannounced monitoring visits.

DSL responsibilities *(to be read in conjunction with DSL role description in KCSiE 2018–Annex B)*

St Edward's School's DSL is – Mr Phil Watts

The deputy DSLs are Mr Harry Fenemore and Mr Jim Fenemore

In addition to the role of staff and senior management team the DSL will:

- Assist the Board of Governors in fulfilling their responsibilities under Section 175 or 157 of the Education Act 2002
- Attend initial training for the role, refreshing this in line with current best practice guidance – currently: at least bi-annually
- Demonstrate evidence of continuing professional development thereafter
- Ensure every member of staff knows who the DSL is, is aware of the DSL role and has their contact details
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the DSL
- Ensure that whole school training occurs such that staff and volunteers can fulfil their responsibilities
- Ensure any members of staff joining the school outside of this training schedule receive induction prior to commencement of their duties, using resources provided by Hampshire Safeguarding Children Board
- Keep written records of child protection concerns securely and separately from the main pupil file and use these records to assess the likelihood of risk
- Ensure that copies of safeguarding records are transferred accordingly (separate from pupil files) when a child transfers school
- Ensure that where a pupil transfers school and is on a child protection plan or is a child looked after, the information is passed to the new school immediately and that the child's social worker is informed
- Maintain links with the Hampshire Safeguarding Children Board to ensure staff are aware of training opportunities and the latest local policies on safeguarding
- Notify the Local Authority of information which may suggest a pupil is being privately fostered
- Develop, implement and review procedures at St Edward's School that enable the identification and reporting of all cases, or suspected cases, of abuse.
- Have due regard to the need to prevent pupils from being drawn into terrorism. This includes violent and non-violent extremism.

General guidance

Daily monitoring

Every day, Year Group Managers have an obligation to make specific enquiries about the welfare of children within their respective groups, particularly in relation to pupils missing from education. All relevant observations will be relayed to the Head of Care. Where these enquiries lead to contact being made with parents/carers, the school will hold more than one emergency contact number for each pupil.

Peer on peer abuse

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

All staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is a privately fostered child
- is prone to absence from school.

Headteacher's Open Door policy

Staff should ensure that the Headteacher's 'open-door' policy is known to all pupils and that they are made aware they have the right of direct access to him at any time.

The role of the Independent Listener

Members of the Senior Management and Social Care teams have a duty to ensure pupils new to the school are made aware of, and meet at the earliest opportunity, the school's Independent Listener.

Managing physical contact

The successful conduct of any establishment concerning itself with the care and wellbeing of children and young people will depend on a combination of:

- good management
- professional skills.

In particular, children and young people living away from home need to experience care which substitutes for the loss of attention and security they should otherwise receive through the direct care of their parents and carers. Staff looking after them (residential social care workers, teachers and any other staff involved in extra-curricular duties) should have the necessary professional skills (Children Act '89 Ch.3 Sec.3.1.4).

Working in a day and residential school with adolescent pupils who experience social, emotional and mental health difficulties requires staff to exercise due professional discretion in relation to physical contact. Staff are advised that if a pupil touches them in an unacceptable or overtly sexual way, this must be properly addressed as an issue by the member of staff in the capacity of responsible adult. This may simply require a clear statement to the pupil that such touching is unacceptable. If this proves insufficient, the matter must be reported to the Designated Safeguarding Lead. If staff are not sure of the pupil's motives, best practice is to share details of an incident, with the Designated Safeguarding Lead.

Staff should not fear nor avoid the prospect of a level of physical contact with pupils. However, they must ensure that any physical contact is always appropriate to the role and can be witnessed by others.

One to one working

When working one-to-one, staff are advised:

- a) to inform other staff of the location;
- b) to work in full view of the door or leave the door slightly ajar;
- c) to ensure door windows are not covered with posters or other obstacles;

If in any doubt, staff should actively avoid the prospect of working in isolation.

Staff are advised in the event of an emergency to use the internal telephone number - 911 - which rings around school giving the location of the call.

Child Protection Procedures

Overview

The following procedures apply to all staff working in the school and will be covered by training to enable staff to understand their roles and responsibility.

The aim of our procedures is to provide a robust framework which enables staff to take appropriate action when they are worried a child is being abused.

The prime concern at all stages must be the interests and safety of the child.

Where there is a conflict of interest between the child and an adult, the interests of the child must be paramount.

If a member of staff suspects abuse or they have a disclosure of abuse made to them they must:

1. Make an initial record of the information
2. Report it to the DSL / Head teacher immediately
3. The DSL or Head teacher will consider if there is a requirement for immediate medical intervention. However, urgent medical attention should not be delayed if the DSL or Head teacher are not immediately available (see point 8 below)
4. Make an accurate record (bearing in mind that this may be used in the event of any subsequent court proceedings) as soon as possible and within 24 hours of the occurrence, of all that has happened, including details of:
 - Dates and times of their observations
 - Dates and times of any discussions they were involved in.
 - Any injuries
 - Explanations given by the child / adult
 - What action was taken
 - Any actual words or phrases used by the child

The records must be signed and dated by the author.

Following a report of concerns from a member of staff, the DSL must:

1. Consider the context within which such incidents and/or behaviours occur, known as contextual safeguarding, and decide whether or not there are sufficient grounds for suspecting significant harm, in which case a referral must be made to children's social care.
2. Normally try to discuss any concerns about a child's welfare with the family and, where possible, seek their agreement before making a referral to children's social care. However, in accordance with DfE guidance, this should only be done when it will not place the child at increased risk or could impact a police investigation. The child's views should also be taken into account.
3. If there are grounds to suspect a child is suffering, or is likely to suffer, significant harm they must contact the placing authority's children's social care and make a clear statement of:
 - the known facts
 - any suspicions or allegations

- whether or not there has been any contact with the child's family.

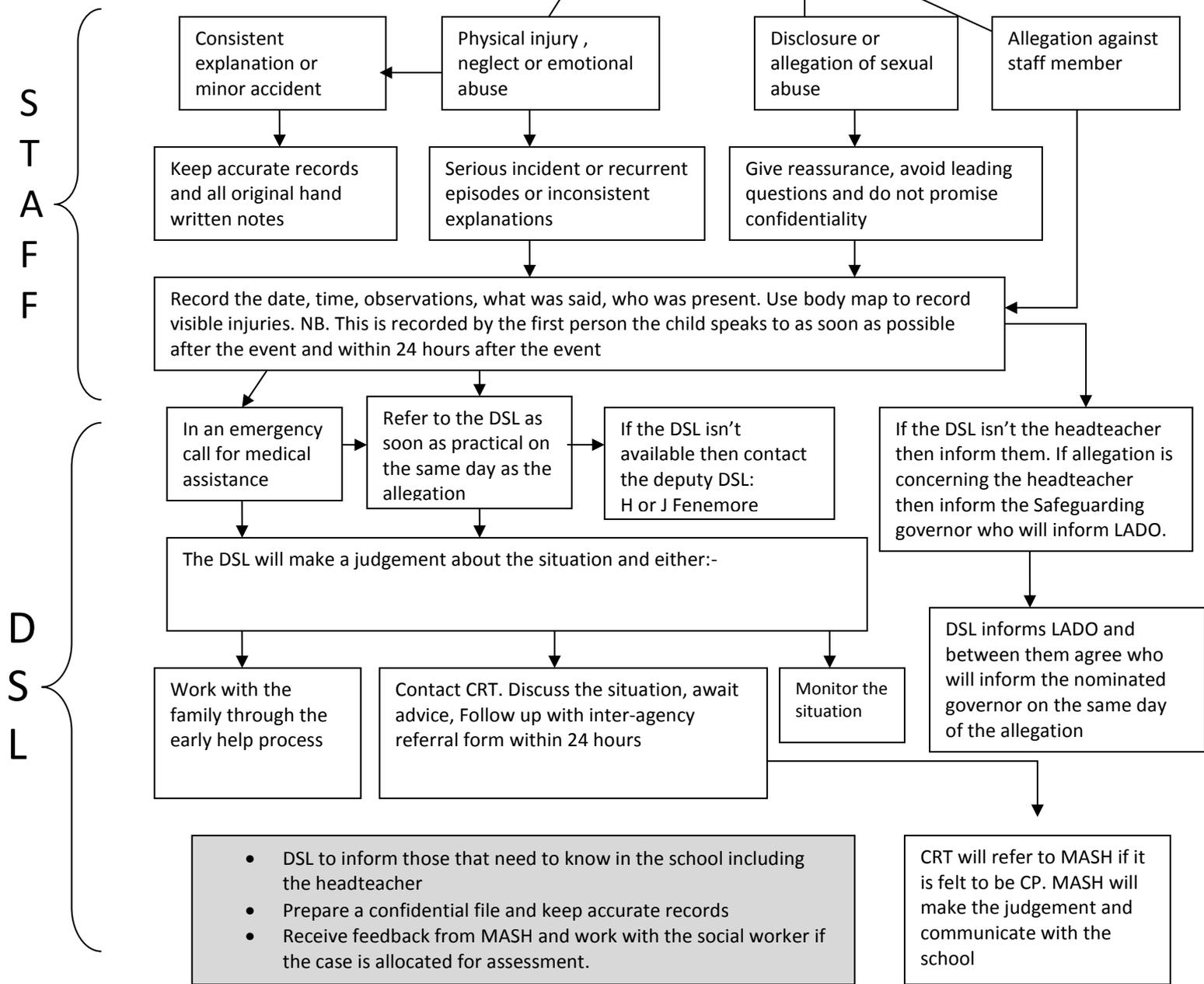
If the DSL feels unsure about whether a referral is necessary they can contact Children's Reception Team (CRT) to discuss concerns.

4. If there is not a risk of significant harm, then the DSL will either actively monitor the situation or consider the early help process.
5. The DSL must confirm any referrals in writing to children's social care, within 24 hours, including the actions that have been taken. The written referral should be made using the inter-agency referral form (IARF) which will provide children's social care with the supplementary information required about the child and family's circumstances. (IARF can be accessed at the following link
https://hampshire.firmstep.com/default.aspx/RenderForm/?F.Name=Md_9d1aRLwN&HideAll=1)
6. If a child is in immediate danger and urgent protective action is required, contact the Police. The DSL should also notify children's social care of the occurrence and what action has been taken.
7. Where there are doubts or reservations about involving the child's family, clarify with children's social care or the Police whether the parents/carers should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation.
8. When a pupil is in need of *urgent* medical attention and there is suspicion of abuse, take the child to the Accident and Emergency Unit at the nearest hospital, having first notified children's social care. The DSL should seek advice about what action children's social care will take and about informing the parents/carers, remembering that parents/carers should normally be informed that a child requires urgent hospital attention.

Annex 1 - 6

Annex 1 – Flowchart for Child Protection Procedures (following Hampshire's guidance)

DSL – Designated safeguarding lead
MASH – Multi agency safeguarding hub
CRT – Children's reception team
CP – Child protection



Annex 2 - Recording form

Child's name:		NC Year:	
Local Authority:			
Date and time:		D.o.B:	
Name and role of person raising concern:			

Details of concern (where? when? what? who? behaviours? use child's words)

Actions taken			
Date	Person taking action	Action taken	Outcome of action

Referral made: Yes No

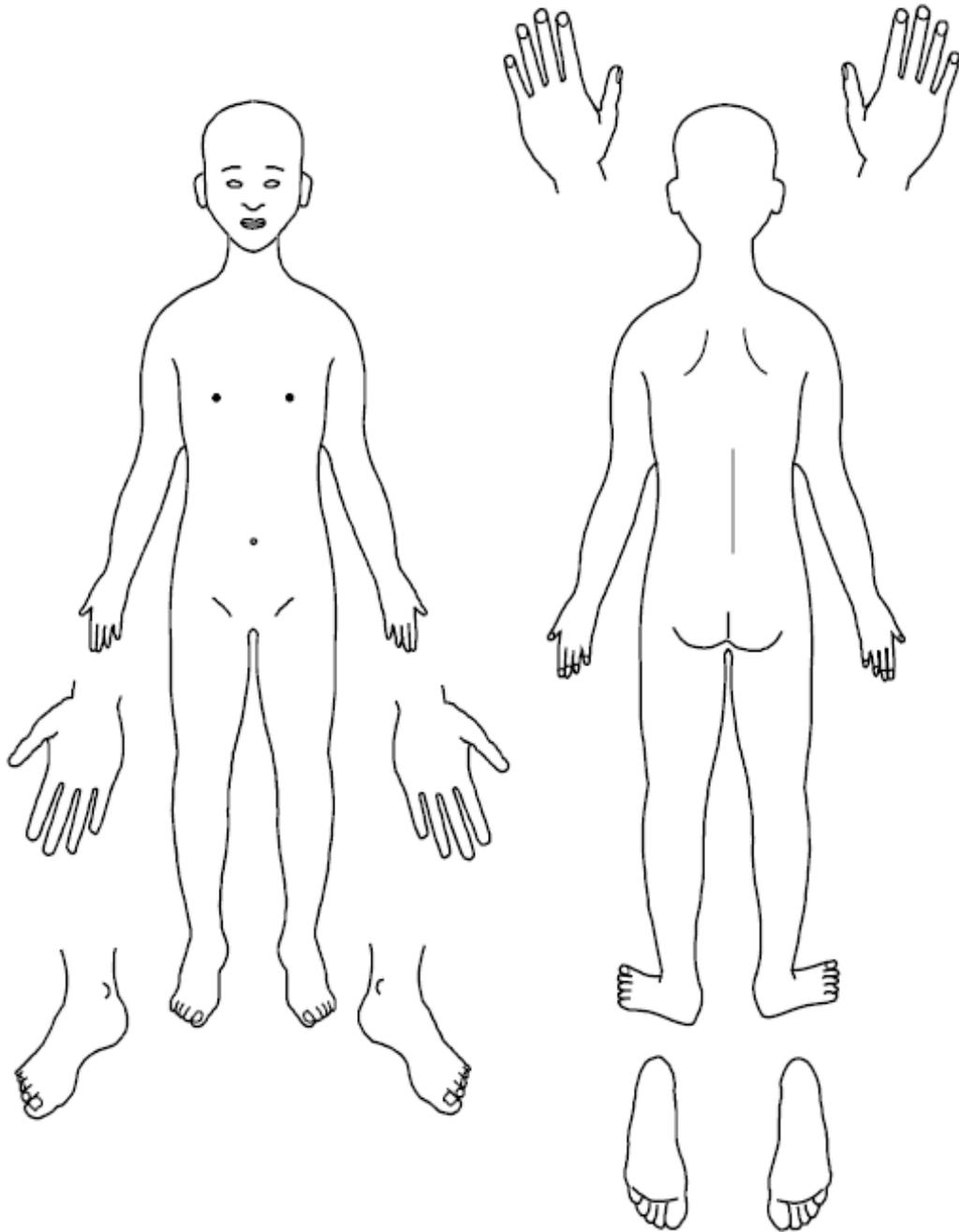
Name: _____ **Designation:** _____

Copied to:

Headmaster (Signature): _____ Date _____

Designated Safeguarding Lead (Signature): _____ Date _____

Annex 3 - Body map



Name of pupil:

Date of Birth:

Date:

Time:

Details of Injury:

Form completed by:



Name of pupil:

Date of Birth:

Date:

Time:

Details of Injury:

Form completed by:

Annex 4 - Dealing with disclosures

A member of staff who is approached by a child should listen positively and try to reassure them. They cannot promise complete confidentiality; rather, they should explain that they may need to pass information to other professionals to help keep the child or other children safe. The degree of confidentiality should always be governed by the need to protect the child.

Additional consideration needs to be given to children with communication difficulties and for those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to their age, understanding and preference.

All staff should know:

- The designated safeguarding lead (DSL) is **Mr P Watts**.
- The deputy DSLs are **Mr H Fenemore** and **Mr J Fenemore**.

Staff should also know who to approach if the DSLs are not unavailable. Ultimately, all staff have the right to make a referral to the police or social care directly and should do this if, for whatever reason, there are difficulties following the agreed protocol.

Guiding principles - The Seven Rs

Receive

- Listen to what is being said, without displaying shock or disbelief.
- Accept what is said and take it seriously.
- Make a note of what has been said as soon as practicable.

Reassure

- Reassure the pupil, but only so far as is honest and reliable.
- Don't make promises you may not be able to keep e.g. 'I'll stay with you' or 'everything will be alright now' or 'I'll keep this confidential'.
- Do reassure e.g. you might offer 'I believe you', 'I am glad you came to me', 'I am sorry this has happened', 'We are going to do something together to get help'.

Respond

- Respond to the pupil only as far as is necessary for you to establish whether or not you need to refer the matter. However, do not interrogate for full details.
- Do not ask 'leading' questions i.e. 'did he touch your private parts?' or 'did she hurt you?' Such questions may invalidate your evidence (and the child's) in any later prosecution in court.
- Do not criticise the alleged perpetrator; the pupil may care about him/her, and reconciliation may be possible.
- Do not ask the pupil to repeat it all for another member of staff. Explain what you have to do next and whom you have to talk to. Reassure the pupil that it will be a senior member of staff.

Report

- Share concerns with the designated safeguarding lead as soon as possible.
- If you are not able to contact your designated safeguarding lead, and the child is at risk of immediate harm, contact the children's services department directly.
- If you are dissatisfied with the level of response you receive having shared your concerns, you should press for re-consideration.

Record

- If possible make some very brief notes at the time, and write them up as soon as possible.
- Keep your original notes on file.

- Record the date, time, place, persons present and noticeable nonverbal behaviour; recall the words used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into 'proper' words.
- Matron to complete a body map to indicate the location of any noticeable bruising.
- Record facts and observable things, rather than your 'interpretations' or 'assumptions'.

Remember

- Support the child: listen, reassure, and be available.
- Complete confidentiality is essential. Share your knowledge only with appropriate professional colleagues.
- Try to get some support for yourself if you need it.

Review (led by DSL)

- Has the action taken provided good outcomes for the child?
- Did the procedure work?
- Were any deficiencies or weaknesses identified in the procedure? Have these been remedied?
- Is further training required?

What happens next?

It is important that concerns are followed up and it is everyone's responsibility to ensure that they are. The member of staff should be informed by the DSL about what has happened following the report being made. If they do not receive this information they should be proactive in seeking it out. If they have concerns that the disclosure has not been acted upon appropriately they should inform the Safeguarding Governor of the school – **Mr Michael Tennant** - and/or ultimately contact the children's services department.

The school acknowledges that receiving a disclosure can be upsetting for the member of staff. There is a procedure for supporting staff. This can include:

- reassurance that they have followed procedure correctly
- confirmation that their swift action will enable the allegations to be handled appropriately
- the availability of named support from the DSL or his deputy
- additional counselling to recognise that disclosures can and do have an impact on our emotions.

Annex 5 - What is child abuse?

The following definitions are taken from *Working Together to Safeguard Children*, HM Government (2018) and Hampshire CC Basic Child Safeguarding for Schools.

What is abuse and neglect?

Abuse and neglect are forms 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 a stranger. They may be abused by an adult or adults, or another child or children.

Physical abuse

Physical abuse 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.

Emotional abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent 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 beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), 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.

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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other 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 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:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate care-givers)
- ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Peer on peer abuse

This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

Indicators of abuse - Neglect

The nature of neglect

Neglect is a lack of parental care but poverty and lack of information or adequate services can be contributory factors.

Far more children are registered to the category of neglect on child protection plans than to the other categories. As with abuse, the number of children experiencing neglect is likely to be much higher than the numbers on the plans.

Neglect can include parents or carers failing to:

- provide adequate food, clothing and shelter
- protect a child from physical and emotional harm or danger
- ensure adequate supervision or stimulation
- ensure access to appropriate medical care or treatment.

NSPCC research has highlighted the following examples of the neglect of children under 12:

- frequently going hungry
- frequently having to go to school in dirty clothes
- regularly having to look after themselves because of parents/carers being away or having problems such as drug or alcohol misuse
- being abandoned or deserted
- living at home in dangerous physical conditions
- not being taken to the doctor when ill
- not receiving dental care.

Neglect is a difficult form of abuse to recognise and is often seen as less serious than other categories. It is, however, very damaging: children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group.

Neglect is often noticed at a stage when it does not pose a risk to the child. The duty to safeguard and promote the welfare of children (*what to do if you're worried a child is being abused 2015*) would suggest that an appropriate intervention or conversation at this early stage can address the issue and prevent a child continuing to suffer until it reaches a point when they are at risk of harm or in significant need.

Neglect is often linked to other forms of abuse, so any concerns school staff have should at least be discussed with the designated person/child protection co-ordinator.

The following is a summary of some of the indicators that may suggest a child is being abused or is at risk of harm. It is important to recognise that indicators alone cannot confirm whether a child is being abused. Each child should be seen in the context of their family and wider community and a proper assessment carried out by appropriate persons. What is important to

keep in mind is that if you feel unsure or concerned, do something about it. Don't keep it to yourself.

Physical indicators of neglect

- Constant hunger and stealing food
- Poor personal hygiene - unkempt, dirty or smelly
- Underweight
- Dress unsuitable for weather
- Poor state of clothing
- Illness or injury untreated

Behavioural indicators of neglect

- Constant tiredness
- Frequent absence from school or lateness
- Missing medical appointments
- Isolated among peers
- Frequently unsupervised
- Stealing or scavenging, especially food
- Destructive tendencies

Indicators of abuse - Emotional abuse

The nature of emotional abuse

Most harm is produced in *low warmth, high criticism* homes, not from single incidents.

Emotional abuse is difficult to define, identify/recognise and/or prove.

Emotional abuse is chronic and cumulative and has a long-term impact.

All kinds of abuse and neglect have emotional effects although emotional abuse can occur by itself.

Children can be harmed by witnessing someone harming another person – as in domestic violence.

It is sometimes possible to spot emotionally abusive behaviour from parents and carers to their children, by the way that the adults are speaking to, or behaving towards children. An appropriate challenge or intervention could affect positive change and prevent more intensive work being carried out later on.

Indicators of emotional abuse

Developmental issues

- Delays in physical, mental and emotional development
- Poor school performance
- Speech disorders, particularly sudden disorders or changes.

Behaviour

- Acceptance of punishment which appears excessive
- Over-reaction to mistakes
- Continual self-deprecation (I'm stupid, ugly, worthless etc)
- Neurotic behaviour (such as rocking, hair-twisting, thumb-sucking)
- Self-mutilation
- Suicide attempts
- Drug/solvent abuse
- Running away
- Compulsive stealing, scavenging
- Acting out
- Poor trust in significant adults

- Regressive behaviour – e.g., wetting
- Eating disorders
- Destructive tendencies
- Neurotic behaviour
- Arriving early at school, leaving late

Social issues

- Withdrawal from physical contact
- Withdrawal from social interaction
- Over-compliant behaviour
- Insecure, clinging behaviour
- Poor social relationships

Emotional responses

- Extreme fear of new situations
- Inappropriate emotional responses to painful situations (“I deserve this”)
- Fear of parents/carers being contacted
- Self-disgust
- Low self-esteem
- Unusually fearful with adults
- Lack of concentration, restlessness, aimlessness
- Extremes of passivity or aggression

Indicators of abuse - Physical abuse

The nature of physical abuse

Most children collect cuts and bruises quite routinely as part of the rough and tumble of daily life. Clearly, it is not necessary to be concerned about most of these minor injuries. But accidental injuries normally occur on the *bony prominences* – e.g., shins. Injuries on the *soft* areas of the body are more likely to be inflicted intentionally and should therefore make us more alert to other concerning factors that may be present.

A body map (annex 3) can assist in the clear recording and reporting of physical abuse. The body map should only be used to record observed injuries and no child should be asked to remove clothing by a member of staff of the school.

Indicators of physical abuse / factors that should increase concern

- Multiple bruising or bruises and scratches (especially on the head and face)
- Clusters of bruises – e.g., fingertip bruising (caused by being grasped)
- Bruises around the neck and behind the ears – the most common abusive injuries are to the head
- Bruises on the back, chest, buttocks, or on the inside of the thighs
- Marks indicating injury by an instrument – e.g., linear bruising (stick), parallel bruising (belt), marks of a buckle
- Bite marks
- Deliberate burning may also be indicated by the pattern of an instrument or object – e.g., electric fire, cooker, cigarette
- Scalds with upward splash marks or *tide marks*
- Untreated injuries
- Recurrent injuries or burns
- Bald patches.

In the social context of the school, it is normal to ask about a noticeable injury. The response to such an enquiry is generally light-hearted and detailed. So, most of all, concern should be increased when:

- the explanation given does not match the injury
- the explanation uses words or phrases that do not match the vocabulary of the child (adults words)
- no explanation is forthcoming
- the child (or the parent/carer) is secretive or evasive
- the injury is accompanied by allegations of abuse or assault

You should be concerned if the child or young person:

- is reluctant to have parents/carers contacted
- runs away or shows fear of going home
- is aggressive towards themselves or others
- flinches when approached or touched
- is reluctant to undress to change clothing for sport
- wears long sleeves during hot weather
- is unnaturally compliant in the presence of parents/carers.
- has a fear of medical help or attention
- admits to a punishment that appears excessive.

Indicators of abuse - Sexual abuse

The nature of sexual abuse

Sexual abuse is often perpetrated by people who are known and trusted by the child – e.g., relatives, family friends, neighbours, babysitters, people working with the child in school, faith settings, clubs or activities. Children can also be subject to child sexual exploitation.

Characteristics of child sexual abuse:

- it is often planned and systematic – people do not sexually abuse children by accident, though sexual abuse can be opportunistic
- grooming the child – people who abuse children take care to choose a vulnerable child and often spend time making them dependent
- grooming the child's environment – abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives.

Most people who sexually abuse children are men, but some women sexually abuse too.

Indicators of sexual abuse

Physical observations

- Damage to genitalia, anus or mouth
- Sexually transmitted diseases
- Unexpected pregnancy, especially in very young girls
- Soreness in genital area, anus or mouth and other medical problems such as chronic itching
- Unexplained recurrent urinary tract infections and discharges or abdominal pain

Behavioural observations

- Sexual knowledge inappropriate for age
- Sexualised behaviour or affection inappropriate for age
- Sexually provocative behaviour/promiscuity
- Hinting at sexual activity Inexplicable decline in school performance

- Depression or other sudden apparent changes in personality as becoming insecure or clinging
- Lack of concentration, restlessness, aimlessness
- Socially isolated or withdrawn
- Overly-compliant behaviour
- Acting out, aggressive behaviour
- Poor trust or fear concerning significant adults
- Regressive behaviour, Onset of wetting, by day or night; nightmares
- Onset of insecure, clinging behaviour
- Arriving early at school, leaving late, running away from home
- Suicide attempts, self-mutilation, self-disgust
- Suddenly drawing sexually explicit pictures
- Eating disorders or sudden loss of appetite or compulsive eating
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Become worried about clothing being removed
- Trying to be 'ultra-good' or perfect; overreacting to criticism.

Peer on peer abuse

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms.

This can include (but is not limited to)

- bullying (including cyberbullying);
- sexual violence and sexual harassment;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexting and initiating/hazing type violence and rituals.

Annex 6 - Managing allegations against staff

Procedure

This procedure should be used in all cases in which it is alleged a member of staff or volunteer in a school has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children.

If you become aware that a member of staff may have:

- behaved in a way that may have harmed a child or
- possibly committed a criminal offence against a child or
- behaved in a way that indicates s/he is unsuitable to work with children

the child and/or alleged abuser **SHOULD NOT** be questioned.



Report immediately to Phil Watts (Designated Safeguarding Lead) or a Senior Manager. Confirm the detail of your concern in a written report; sign and date the report.



Designated Safeguarding Lead/Senior Manager:

- Record that you have taken possession of the concern, together with a written report, noting date and time.
- If an allegation is made against the Headteacher, the concerns need to be reported to the Safeguarding Governor – Mr Michael Tennant
- **Report the allegation to the Local Authority Designated Officer for Allegations (LADO)**
Barbara Piddington / Mark Blackwell / Fiona Armfield – 01962 876364
Out of hours contact: 0845 6004555
- Inform the parents/carers of the allegation unless there is a good reason not to.



The LADO will:

1. Consider the relevant facts and concerns regarding the adult and children, including any previous history.
2. Decide on next course of action – usually straight away, sometimes after further consultation with other multi-agency parties such as the Police, HR and Children's Services.



If the DfE multi-agency procedures are NOT indicated, the LADO will agree with school an appropriate response (eg for the School to undertake further enquiries or to make an investigation).



If the DfE procedures ARE indicated, a multi-agency strategy meeting will normally be held either by phone or in person. Normally a senior manager, the LADO, HR and the Police are invited. Information is shared confidentially, risks to children are considered and appropriate action agreed –eg s.47 Children Act enquiries, further enquiries, disciplinary measures or (unusually) criminal proceedings. A record of the meeting will be made, and further meetings held every 4 weeks until a conclusion.

Annex 7 – Further information

Staff receive specific awareness training on each of the following as part of the school's INSET programme.

Children and the court system

When a pupil is called to give evidence in a criminal court, the school will use the two age appropriate guides kept by the Designated Safeguarding Leads. In the event that arrangements need to be made for a child to attend a court hearing, the school will use an online information tool launched by the Ministry of Justice and liaise with parents/carers accordingly.

Children missing from education – see Missing Person Policy Procedure

Children with family members in prison

In the event that a family member of a pupil is sent to prison, the school will source information from NICCO to help mitigate negative consequences for the pupil.

Child Sexual Exploitation – see CSE policy.

Child criminal exploitation: county lines

County Lines is the police term for urban gangs supplying drugs to suburban areas and market and coastal towns using dedicated mobile phone lines or “deal lines”. It involves Child Criminal Exploitation (CCE) as gangs use children and vulnerable people to move drugs and money.

Given that many of our pupils live in market and coastal towns, this is a significant risk.

Any member of staff who is concerned about a pupil's vulnerability or risk must inform the school's DSL who will follow the local safeguarding guidance and share information with local authority social care services and relevant agencies.

Domestic abuse

Any member of staff who is concerned about a pupil being exposed to domestic abuse and or violence must inform the school's DSL who will follow the local safeguarding guidance and share information with local authority social care services and relevant agencies.

Staff have access to the documents included in the table below for advice on identifying children who are affected by domestic abuse.

Homelessness

Should the DSL and Deputies become aware that a pupil is at risk of homelessness, the typical safeguarding procedures will be implemented, including a referral to the local housing authority. In order to meet the school's placement criteria, all 16 and 17 year olds must be resident with parents, carers or guardians.

So-called 'honour-based' violence

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

In accordance with mandatory reporting, staff have a duty to report to the police if a disclosure has been made in relation to FGM.

The Forced Marriage Unit has published statutory guidance and Multi-agency guidelines. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmufco.gov.uk.

Preventing radicalisation - see policy to counter radicalisation and extremism

Annex 8 – Further information

Abuse or Safeguarding issue	Link to Guidance/Advice
Abuse	What to do if you're worried a child is being abused Domestic abuse: Various Information/Guidance Faith based abuse: National Action Plan Relationship abuse: disrespect nobody
Bullying	Preventing bullying including cyberbullying
Children and the courts	Advice for 5-11-year olds witnesses in criminal courts Advice for 12-17 year old witnesses in criminal courts
Children missing from education, home or care	Children missing education Child missing from home or care Children and adults missing strategy
Children with family members in prison	National Information Centre on Children of Offenders
Child Exploitation	County Lines: criminal exploitation of children and vulnerable adults Child sexual exploitation: guide for practitioners Trafficking: safeguarding children
Drugs	Drugs: advice for schools Drug strategy 2017 Information and advice on drugs ADEPIS platform sharing information and resources for schools: covering drug (& alcohol) prevention
“Honour Based Violence” (so called)	Female genital mutilation: information and resources Female genital mutilation: multi agency statutory guidance Forced marriage: information and practice guidelines
Health and Well-being	Fabricated or induced illness: safeguarding children Rise Above: Free PSHE resources on health, wellbeing and resilience Medical-conditions: supporting pupils at school Mental health and behaviour

Homelessness	<u>Homelessness: How local authorities should exercise their functions</u>
Online	<u>Sexting: responding to incidents and safeguarding children</u>
Private fostering	<u>Private fostering: local authorities</u>
Radicalisation	<u>Prevent duty guidance</u> <u>Prevent duty advice for schools</u> <u>Educate Against Hate Website</u>
Violence	<u>Gangs and youth violence: for schools and colleges</u> <u>Ending violence against women and girls 2016-2020 strategy</u> <u>Violence against women and girls: national statement of expectations for victims</u> <u>Sexual violence and sexual harassment between children in schools and colleges</u> <u>Serious violence strategy</u>