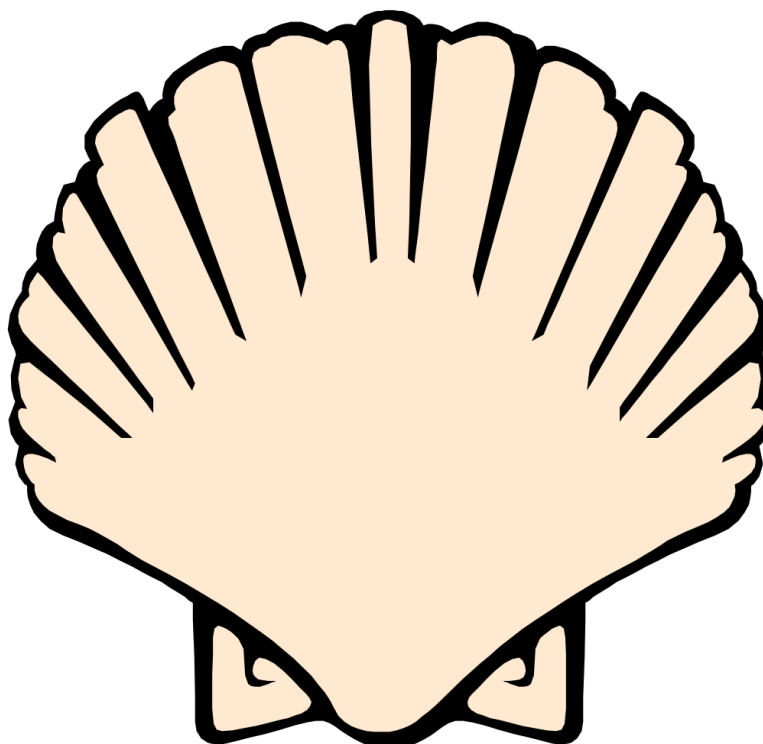


CRADLEY C OF E PRIMARY SCHOOL



CHILD PROTECTION AND SAFEGUARDING POLICY

Vision Statement: Enriching Lives
Policy written by: Mr Adam Greaves
Amended by: Mrs D.Jones

<u>Dates</u>						
Written	May 2016					
Reviewed		Sept 2016	Sept 16	Sept 17	Sept 2018	Autumn 19
Amended				Sept 18		

Next Review	May 2016	Sept 2016	Sept 17	Sept 18	Sept 2019	Autumn 20
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Cradley CE Primary Child Protection and Safeguarding Policy 2018

School Details

Governors' Committee Responsible: Children, Families and Community Committee

Governor Lead: E Copp

Nominated Lead Member of Staff: D. Jones

Status & Review Cycle: Statutory/Annual

Next Review Date: Sept 2020

"God is our refuge and strength, an ever present help in trouble" Psalm 46:1

1. Introduction

- 1.1 This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with Government publications: 'Working Together to Safeguard Children' 2013, Revised Safeguarding Statutory Guidance 2 'Framework for the Assessment of Children in Need and their Families' 2000, 'What to do if You are Worried a Child is Being Abused' 2003. The guidance reflects, 'Keeping Children Safe in Education' 2018 (September) and our responsibilities with regard to the Prevent Strategy 2011. It has developed in relation to the West Midlands Safeguarding Childhood Procedures.
- 1.2 The Governing body, of Cradley Primary School, takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.
- 1.3 At Cradley Primary School we recognise that all adults, including temporary staff¹, volunteers and Governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.
- 1.4 All staff believe that our school should provide a caring, positive safe and

¹ Wherever the word "staff" is used, it covers ALL staff on site, including ancillary supply and self employed staff, contractors, volunteers working with children etc, and governors.

stimulating environment that promotes the social, physical and moral development of the individual child. This is carried out within our Christian values.

- 1.5 *We acknowledge an approach to safeguarding which responds to children and young people's experiences of harm outside the home.*

The aims of this policy are:

- 1.5 To support the child's development in ways that will foster security, confidence and independence.
- 1.6 To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
- 1.7 To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse (Reference Appendices 1 and 2)
- 1.8 To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.
- 1.9 To emphasise the need for good levels of communication between all members of staff.
- 1.10 To develop a structured procedure within the school, which will be followed by all members of the school community in cases of suspected abuse.
- 1.11 To develop and promote effective working relationships with other agencies, especially the Police and Social Care.
- 1.12 To ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance)², and a central record is kept for audit.

2. Safe School, Safe Staff

We will ensure that:

- 2.1 All members of the governing body understand and fulfil their responsibilities, namely to ensure that:
- 2.2 There is a Child Protection policy together with a staff behaviour (code of conduct) policy
- 2.3 The school operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training
- 2.4 The school has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.
- 2.5 A senior leader has Designated Safeguarding Lead (DSL) responsibility

² Guidance regarding DBS checks recently updated by the Protection of Freedoms Act 2012

- 2.6 On appointment, DSL will undertake interagency training and also undertake DSL 'new to role' and an 'update' course every 2 years
- 2.7 All other staff have Safeguarding training updated regularly
- 2.8 Any weaknesses in Child Protection are remedied immediately
- 2.9 The Chair of the Governing Body is nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Headteacher
- 2.10 Child Protection policies and procedures are reviewed annually and that the Child Protection policy is available on the school website or by other means
- 2.11 The Governing Body has decided that children will be taught about Safeguarding through part of a broad and balanced curriculum covering relevant issues through personal social health, citizenship and economic education (PSHCE) and through sex and relationship education (SRE).
- 2.12 That enhanced DBS checks are in place for all Governors and volunteers at Cradley CE Primary
- 2.13 The Lead DSL, Mrs D.Jones, is a member of the Senior Leadership Team. The Deputy Designated Safeguarding Leads are Mrs B.Gleaves and Miss L. Smith. These Officers have undertaken the relevant training, and, upon appointment will undertake 'DSL new to role' training followed by annual updates. The DSL and Deputy DSL will be available at all times during the school day. In the event of the DSL and Deputy not being contactable in person or by telephone, then contact Chris Banfield at Ashperton Primary Academy. If, in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken.
- 2.14 The DSL's who are involved in recruitment and at least one member of the governing body will also complete safer recruitment training (currently on-line on the DfE website) to be renewed every 5 years
- 2.15 All members of staff and volunteers are provided with child protection awareness information at induction, including in their arrival pack, the school safeguarding statement so that they know who to discuss a concern with.
- 2.16 All members of staff are trained in and receive regular updates in e-safety and reporting concerns
- 2.17 All other staff and Governors, have child protection awareness training, updated by the DSL, or other bodies, as appropriate, to maintain their understanding of the signs and indicators of abuse.
- 2.18 All members of staff, volunteers, and Governors know how to respond to a pupil who discloses abuse through training.
- 2.19 All staff should be clear about the school policy and procedures with regard to peer on peer abuse including sexual harassment.
- 2.20 All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the school's Child Protection Policy, and reference to it in our Parents' Handbook.
- 2.21 Community users organising activities for children are aware of the school's child protection guidelines and procedures.
- 2.22 We will ensure that child protection type concerns or allegations against adults working in the school are referred to the LADO for advice, and that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS) for consideration for barring,

following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer.

- 2.23 Our procedures will be regularly reviewed and up-dated.
- 2.24 The name of the designated members of staff for Child Protection, the Designated Safeguarding Lead, will be clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.
- 2.25 All new members of staff will be given a copy of our safeguarding statement, and child protection policy, with the DSLs' names clearly displayed, as part of their induction into the school.
- 2.26 The policy is available publicly either on the school website or by other means. Parents/carers are made aware of this policy and their entitlement to have a copy of it via the school handbook/newsletter/website.

3. Responsibilities

The designated DSLs are responsible for:

- 3.1 Referring a child if there are concerns about possible abuse, to the *Herefordshire Multi Agency Safeguarding Hub*, and acting as a focal point for staff to discuss concerns. Referrals should be made in writing, following a telephone call using the Multi Agency Referral Form (MARF). Keeping central records of concerns about a child even if there is no need to make an immediate referral using 'My Concern'.
- 3.2 Making sure that all staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments".
- 3.3 Ensuring that all such records are kept confidentially and securely and are separate from pupil records, until the child's 25th birthday, and are copied on to the child's next school or college within 5 working days of them leaving Cradley School.
- 3.4 Ensuring that an indication of the existence of the additional file in 3.1.3 above is marked on the pupil records.
- 3.5 Liaising with and supporting other agencies and professionals.
- 3.6 Ensuring that either they or the staff member attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report which has been shared with the parents.
- 3.7 Ensuring that any pupil currently with a child protection plan who is absent in the educational setting without explanation for two days is referred to their key worker's Social Care Team.
- 3.8 Organising child protection induction, and update training annually, for all school staff.
- 3.9 Providing, with the Headteacher, an annual report for the Governing Body, detailing any changes to the policy and procedures; training undertaken by

- the DSL, and by all staff and Governors; number and type of incidents/cases, and number of children on the child protection register (anonymised)
- 3.10 The DSL must ensure that any child protection information is transferred, to a new school, in a secure way and a receipt of that transfer is obtained.

The Headteacher is responsible for (currently also DSL):

- 3.11 The policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff;
- 3.12 Sufficient resources and time are allocated to enable the Designated Person and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;
- 3.13 As the Headteacher is currently the DSL, her responsibilities currently includes both roles.

Staff are responsible for:

- 3.14 All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner, using the Whistleblowing Policy.
- 3.15 All staff and volunteers must remain vigilant and must record any concerns using the electronic system 'My Concern'. These concerns may be discussed at staff meetings or Support Staff Meetings if necessary. Concerns will be monitored and updated by D Jones centrally on My Concern.
- 3.16 First Day Calling - On the first day of a child's absence, parents will be telephoned by the School Secretary to enquire as to the reason for the absence unless the school has already been notified.
- 3.17 Staff must only use mobile phones in school in line with the e-Safety policy

4. Supporting Children

- 4.1 Safeguarding incidents could happen anywhere and staff should be alert to possible concerns being raised in this school
- 4.2 We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.
- 4.3 We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- 4.4 We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- 4.5 Our school will support all children by:
- 4.6 Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
- 4.7 Promoting a caring, safe and positive environment within the school.
- 4.8 Liaising and working together with all other support services and those agencies involved in the safeguarding of children.

- 4.9 Notifying Social Care as soon as there is a significant concern.
- 4.10 Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority.
- 4.11 We will offer early help and recognize that **any** child may benefit from this support, but all school 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 frequently missing/goes missing from care or home;
 - is misusing drugs or alcohol;
 - is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse; and/or
 - has returned home to their family from care.

5. Confidentiality

- 5.1 We recognise that all matters relating to child protection are confidential.
- 5.2 The Headteacher or DSLs will disclose any information about a child to other members of staff on a need to know basis only.
- 5.3 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
Ref: "Information sharing for practitioners providing safeguarding services."
- 5.4 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- 5.5 We will always undertake to share our intention to refer a child to Social Care 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 *Herefordshire Multi Agency Safeguarding Hub* on this point.

6. Supporting Staff

- 6.1 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.
- 6.2 We will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.
- 6.3 All staff involved in child protection cases should receive regular 'Supervision' from a senior member of staff who has the necessary knowledge, understanding and experience to carry out such a role.

7. Allegations Against Staff

- 7.1 All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.
- 7.2 All Staff should be aware of the school's Behaviour Management policy.
- 7.3 Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction.
- 7.4 We understand that a pupil may make an allegation against a member of staff.
- 7.5 If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Headteacher⁷.
- 7.6 The Headteacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO)
- 7.7 If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult as in 7.6 above, without notifying the Headteacher first.
- 7.8 The school will follow Herefordshire Safeguarding Children Board's procedures for managing allegations against staff. Under no circumstances will we send a child home, pending such an investigation, unless this advice is given exceptionally, as a result of a consultation with the LADO.
- 7.9 Suspension of the member of staff, excluding the Headteacher, against whom an allegation has been made, needs careful consideration, and the Headteacher will seek the advice of the LADO and HR in making this decision.
- 7.10 In the event of an allegation against the Headteacher, the decision to suspend will be made by the Chair of Governors with advice as in 7.8 above.
- 7.11 We have a procedure for managing the suspension of a contract for a community user in the event of an allegation arising in that context.

8. Whistle-blowing

- 8.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- 8.2 All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the school, they should speak in the first instance, to the Area Education Officer/LADO following the Whistleblowing Policy.
- 8.3 Whistle-blowing re the Headteacher should be made to the Chair of the Governing Body whose contact details are readily available in the office.
- 8.4 For further information please read the Whistleblowing Policy
- 8.5 <https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/dedicated-helplines/whistleblowing-advice-line/>

9. Physical Intervention, changing for PE, intimate care and 1:1 support

⁷ or Chair of Governors in the event of an allegation against the Headteacher

- 9.1 We acknowledge that staff must only ever use physical intervention as a last resort;
- 9.2 when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.
- 9.3 Such events should be recorded and signed by a witness.
- 9.4 Staff who are likely to need to use physical intervention will be appropriately trained.
- 9.5 We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.
- 9.6 We recognise that touch is appropriate in the context of working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundary.⁸
- 9.7 If a child requires intimate care, e.g. a young child requiring support with toileting, two members of staff should be present. Please see separate Nappy changing policy for Nursery.
- 9.8 If a child needs regular intimate care for a medical condition, this will be carried out in accordance with a support plan written in consultation with parents, health care specialists etc
- 9.9 When changing for PE, girls and boys will have separate changing areas as appropriate. When changing for swimming, boys and girls will change in cubicles.
- 9.10 One to one support for pupils will take place in communal areas by adults having undergone DBS checks.

10. First Aid

- 10.1 In school there are always trained members of staff who volunteer to oversee the first aid. First aid kits are situated in the office, first aid area, kitchen, Forest School Emergency Bag, and the 'Playground' bag.
- 10.2 When a child is poorly or has suffered an accident in school or on the playground there is a protocol for staff to follow:-
 - a trained first aider is consulted
 - if the incident is deemed to be serious it is logged in the accident book
 - for all head injuries a head bump letter is issued
 - if the severity necessitates a parent is contacted.
- 10.3 For matters concerning managing medicines and drugs the Health and Safety policy should be consulted.
- 10.4 For matters of an intimate nature, staff are asked to deal with a child with utmost sensitivity and always to seek guidance from the Headteacher or deputy. In almost all situations the parents will be asked to come into school immediately so that they are part of the decision making process for such matters.
- 10.5 In the event of a severe incident both the LA and the school's H&S consultant will be informed. The School will involve the emergency services as they see fit and appropriate.

⁸ 'Guidance on Safer Working Practices is available on the DfE website

11. Site Security

Cradley CE Primary provides a secure site which is controlled by precise management directives, but the site is only as secure as the people who use it. Therefore all people on the site have to adhere to the rules which govern it. Laxity can cause potential problems to safeguarding.
Therefore:-

- 11.1 Gates are kept closed during the school day; visitors gain access through the car park gate.
- 11.2 Doors must be closed to prevent intrusion but to facilitate smooth exits.
- 11.3 Visitors, volunteers and students must only enter through the main entrance and after signing in at the office window.
- 11.4 Children will only be allowed home with adults with parental responsibility or confirmed permission.
- 11.5 Empty classrooms should have closed windows and doors.
- 11.6 At least two members of staff are always on duty at break times.
- 11.7 It is assumed that visitors with a professional role i.e. Social Workers or members of the Police already have relevant clearance but the office will endeavour to check this before admittance is granted. Anyone entering without clearance may be accompanied at the Head's discretion, **NO VISITORS MAY USE MOBILE PHONES ANYWHERE IN SCHOOL AT ANYTIME.**

12. Taking Images of Children

There has been a lot of controversy recently about adults photographing and filming young people. The concerns are genuine, however at Cradley we have taken a sensible, balanced approach, which allows parents to photograph and film providing they follow certain guidelines:-

- 12.1 Parents consent to the school taking photographs by signing a permission slip on entry to School. An update is sent home annually.
- 12.2 A list of children who may not be photographed is kept.
- 12.3 Photography and video is not permitted if this affects the children identified on the list and contravenes the parent or guardians wishes.

13. Anti-Bullying

Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying or peer to peer abuse, may lead to consideration under child protection procedures. This includes all forms .g. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse. We keep a record of bullying incidents.

14. Racist Incidents

- 14.1 Our policy on racist incidents is set out separately, and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents.

15. Peer on Peer Abuse

- 15.1 We recognise that children are also vulnerable to physical, sexual and emotional abuse by their peers or siblings. Cradley CE Primary school recognises that abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”. Cradley CE Primary school recognises the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously. The different forms peer on peer abuse can take are;
- sexual violence and sexual harassment
 - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
 - sexting (also known as youth produced sexual imagery)
 - bullying (including cyber bullying)
 - gender-based violence/sexual assaults and sexting.
- (https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/62939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf)
- initiation/hazing type violence and rituals.
- 15.2 Abuse perpetrated by children can be just as harmful as that perpetrated by an adult, so it is important to remember the impact on the victim of the abuse as well as to focus on the support for the child or young person exhibiting the harmful behaviour.
- 15.3 Staff must never tolerate or dismiss concerns relating to peer on peer abuse.
- 15.4 All staff are made aware of the school policy and processes in dealing with instances of peer on peer abuse (See Appendix).

16 Prevention

We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school community will therefore:

- 16.1 Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- 16.2 Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, School Council, Circle Time, Positive Play-time opportunities.
- 16.3 Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- 16.4 Include safeguarding across the curriculum, including PSHCE, opportunities which equip children with the skills they need to stay safe from harm and to

know to whom they should turn for help. In particular this will include anti-bullying work, e-safety, road safety, pedestrian and cycle training. Also focused work in Year 6 to prepare for transition to Secondary school and more personal safety/independent travel.

- 16.5 All staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

17 Health & Safety

Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment, and for example in relation to internet use, and when away from the school and when undertaking school trips and visits.

18 Children Missing from Education

Children who do not attend school, without explanation or reason should be reported as CME to the Local Authority following the 10 day reporting rule. Further guidance and contact details can be found following the link below.

https://www.herefordshire.gov.uk/info/200227/support_for_schools_and_settings/458/children_missing_education_herefordshire

19 Private Fostering

This is when a child under the age of 16 is looked after for 28 days or more by someone who is not their parent or a relative and the arrangement was made privately. Any such arrangements should be reported to the Local Authority. This is part of our mandatory duty.

- 20 A network filter is applied to unsecure / inappropriate sites by our computer systems operators (Edutech). Please see E-Safety policy for more details.

21 Monitoring and Evaluation

Our Child Protection Policy and Procedures will be monitored and evaluated by:

- Governing Body visits to the school
- SLT 'drop ins' and discussions with children and staff
- Pupil surveys and questionnaires
- Scrutiny of attendance data
- Scrutiny of range of risk assessments
- Scrutiny of GB minutes
- Logs of bullying/racist/behaviour incidents for SLT and GB to monitor
- Review of parental concerns and parent questionnaires

- Supervision for DSL and Deputy DSL Headteacher. For the Head Teacher another Head teacher colleague.

This policy also links to our policies on:

Behaviour

Staff Behaviour Policy / Code of Conduct

Whistleblowing

Anti-bullying

Health & Safety

Allegations against staff

Parental concerns

Attendance

Curriculum

PSHCE

Teaching and Learning

Administration of medicines

Sex and Relationships Education

Physical intervention

ESafety, including staff use of mobile phones

Risk Assessment

Safer Recruitment

Volunteer Policy

Induction Policy

Nursery Specific Policies

Nappy Changing

Sickness and Medication

Baby sitting

Behaviour Management

Key Person

Accident and Incident

Appendix One

Recognising signs of child abuse

Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse
- Neglect

Signs of Abuse in Children:

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Child Sexual Exploitation.
- Fear of returning home.

Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses

- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a “cry for help” and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

Bruising

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour, possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint.

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scape-goated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a “loner” – difficulty relating to others
- Over-reaction to mistakes

Recognising Signs of Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- Sexualised drawings and play
- Sudden poor performance at school
- Regression e.g. to bedwetting or soiling
- Poor self esteem
- Psychosomatic symptoms e.g. headaches, abdominal pain
- Self – mutilation
- Confusion of affection with sexual behaviour
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self-mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Sexual Abuse by Young People

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed. If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour. Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, sexting or where one participant relies on an unequal powerbase.

KCSIE 2019 Part 5 refers to the most current guidance on sexual harassment and sexual violence

Guidance can also be found in the West Midlands Policy 2.26.

Assessment

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- **Equality** – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- **Consent** – agreement including all the following:
 - Understanding that is proposed based on age, maturity, development level, functioning and experience
 - Knowledge of society's standards for what is being proposed
 - Awareness of potential consequences and alternatives
 - Assumption that agreements or disagreements will be respected equally
 - Voluntary decision
 - Mental competence
- **Coercion** – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and irresponsible with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Cold skin, mottled pink or purple
- Swollen limbs with pitted sores which are slow to heal
- Constant hunger
- Dry, sparse hair
- Unresponsive
- Stays frozen in one position for unnaturally long time
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

Recognising Peer on Peer Abuse

Context and Definition

Peer abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others.

All staff should recognise that children are capable of abusing their peers. All staff should be aware of safeguarding issues from peer abuse including:

- 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.

This abuse can:

- Be motivated by perceived differences e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences
- Result in significant, long lasting and traumatic isolation, intimidation or violence to the victim; vulnerable adults are at particular risk of harm

Children or young people who harm others may have additional or complex needs e.g.

- Significant disruption in their own lives
- Exposure to domestic abuse or witnessing or suffering abuse
- Educational under-achievement
- Involved in crime

Stopping violence and ensuring immediate physical safety is the first priority of any education setting, but emotional bullying can sometimes be more damaging than physical. School staff, alongside their Designated Safeguarding Lead and/or Deputy, should use the guidance in Section 5 of KCSIE if they suspect peer on peer abuse and all concerns should be reported to the DSL who will advise what action to take. The Brooke Traffic light tool is useful for knowing how to deal with specific incidents

<https://www.brook.org.uk/training/wider-professional-training/sexual-behaviours-traffic-light-tool/>

Child Sexual Exploitation

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- Underage sexual activity
- Inappropriate sexual or sexualised behaviour

- Sexually risky behaviour, 'swapping' sex
- Repeat sexually transmitted infections
- In girls; repeat pregnancy, abortions, miscarriage
- Receiving unexplained gifts or gifts from unknown sources
- Having multiple mobile phones and worrying about losing contact via mobile
- Having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- Changes in the way they dress
- Going to hotels or other unusual locations to meet friends
- Seen at known places of concern
- Moving around the country, appearing in new towns or cities, not knowing where they are
- Getting in/out of different cars driven by unknown adults
- Having older boyfriends or girlfriends
- Contact with known perpetrators
- Involved in abusive relationships, intimidated and fearful of certain people or situations
- Hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- Associating with other young people involved in sexual exploitation
- Recruiting other young people to exploitative situations
- Truancy, exclusion, disengagement with school, opting out of education altogether
- Unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- Mood swings, volatile behaviour, emotional distress
- Self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- Drug or alcohol misuse
- Getting involved in crime
- Police involvement, police records
- Involved in gangs, gang fights, gang membership
- Injuries from physical assault, physical restraint, sexual assault.

Appendix Two

Forced Marriage (FM)

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party.

Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

- | | |
|--------|---|
| Type 1 | Clitoridectomy – partial/total removal of clitoris |
| Type 2 | Excision – partial/total removal of clitoris and labia minora |
| Type 3 | Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia |
| Type 4 | All other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area. |

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman/rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean/hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries including the UK.

Circumstances and occurrences that may point to FGM happening include:

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action **without delay**. West Mercia Police should be contacted immediately.

Appendix Three

Prevent Strategy

Aims

- To ensure staff are aware of the Prevent Strategy and able to protect children and young people who are vulnerable or at risk of being radicalised

Practice

- In addition to DBS checks we 'open source' check organisations, particularly those in the voluntary sector.
- We will ensure staff are aware of the risks to children and young people of being radicalised and provide WRAP (Workshop to raise awareness of Prevent) training

Managing Referrals

- To refer any child/ren at risk of being radicalised or extremism through the Local Authority Channel Referral and Intervention processes.

Raise Awareness

- Ensure staff and governors are aware of how to identify and respond to risks to children from extreme or radical views.

Vulnerability to radicalisation or extreme view points

The school recognises its duty to protect our students from indoctrination into any form of extreme ideology which may lead to the harm of self or others. This is particularly important because of the open access to electronic information through the internet. The schools aims to safeguard young people through educating them on the appropriate use of social media and the dangers of downloading and sharing inappropriate material which is illegal under the Counter-Terrorism Act. The school vets all visitors carefully and will take firm action if any individual or group is perceived to be attempting to influence members of our school community, either physically or electronically. Our definition of radical or extreme ideology is 'a set of ideas which could justify vilification or violence against individuals, groups or self.' Staff are trained to be vigilant for spotting signs of extremist view and behaviours and to always report anything which may suggest a student is expressing opinions which may cause concern. Our core mission of diversity permeates all we do. We place a strong emphasis on the common values that all communities share such as self-respect, tolerance and the sanctity of life. We work hard to broaden our students' experience, to prepare them for life and work in contemporary Britain. We teach them to respect and value the diversity around them as well as understanding how to make safe, well-considered decisions.

Appendix Four

Further guidelines for staff

- Donna Jones is the designated safeguarding lead for Child Protection.
- Any concerns about a child should be referred to her or in her absence to Barbara Gleaves or Lauren Smith and e-mailed to DJ for inclusion in our Safeguarding records.
- Other contacts include Mr Chris Banfield, Headteacher with Group 5 Safeguarding Training. His contact numbers are in the Office. In the absence of Donna Jones they can be contacted directly by any member of staff. Allegations against the Headteacher should be communicated to Eryl Copp (Chair of Gofs) or Vice Chair of Gofs, Lara Taylor, immediately.
- Even apparently minor concerns should be discussed confidentially.
- If you see a suspicious injury or mark, do not ask the child to undress, or examine him/her. Make your concern known to Donna Jones. Log a concern electronically on My Concern.
- If a child says something strange or worrying (e.g. sexually inappropriate) do not pursue the comments but report this immediately in confidence to Donna Jones.
- Do not seek corroboration of a child's remarks with other staff or with the child's parents or carers.
- For your own protection read carefully the school's child protection guidance and follow the simple rules below.
- Keep body contact with children to a minimum – touching hands, shoulders, head is acceptable when giving first aid or helping a young child change after any accident. If possible in toilet accidents let the child wipe themselves. If this is not possible and if another member of staff is unavailable to act as 'chaperone' inform Donna Jones that you have dealt with a personal hygiene matter on your own. It is also a good idea to inform parents at the end of the day. (Special circumstances sometimes apply with S.E.N. children)
- Avoid one to one situations with children wherever possible, especially in counselling or disciplinary situations. This is especially important with older children when 2 staff should always be present.
- Always ensure that supervising staff know your whereabouts and what you are doing.

Disclosure

- If a child discloses **do not give a blanket promise to keep a secret**. Report the incident to Donna Jones immediately.
- Do listen to the child rather than directly questioning him/her.
- Do be aware that the child may appear to talk about trivial matters initially.
- Do make a note of the discussion, recording the timing, setting and those present as well as what was said.
- Don't stop a child who is recalling potentially significant events.
- Do record all subsequent events up to the time of any formal interviews with the child.
- During a disclosure try to:
 - reassure the child that he/she is doing the right thing,

- respond sensitively and accept what the child is saying,
- do not ask any questions or for further clarification. Do not promise to keep this a secret. You must say that you will need to ask for help with this matter.

Useful contacts resources and websites

lado@herefordshire.gcsx.gov.uk

NSPCC Helpline

Herefordshire PCT Safeguarding Advice Independent Chair of HSCB: Sally Halls

Sally.Halls@herefordshire.gov.uk

0808 800 5000 01432 363916

01432 260100

Working together to safeguard children March 2016

Keeping children safe in education September 2018

Safeguarding children and safer recruitment in education DfCSF 2010

Herefordshire Safeguarding Children Board (HSCB) Child Protection Guidelines.

Available online at www.herefordshire.gov.uk/hscb

Ofsted – www.ofsted.gov.uk

Advisory, Conciliation and Arbitration Service (ACAS) www.acas.org.uk 08457 474747

Stop it Now! Campaign www.stopitnow.org.uk Free helpline: 0808 1000 900

Childline – www.childline.org.uk

NSPCC – www.nspcc.org.uk

UNICEF - www.unicef.org

http://westmerciaconsortium.proceduresonline.com/chapters/p_fem_mut.html

CSE. <http://hsbc.herefordshire.gov.uk>

docsHSBC_Signs_and_indicators_of_Sexual_Exploitation_and_Trafficking.pdf

EYFS Team amurphy@herefordshire.gov.uk