



**St. John's Walham Green CE Primary School**

Policy Name:	<b>Safeguarding and Child Protection Policy</b>			
Date:	September 2017	Review Date	September 2018	
Responsibility:	FGB	Resources	Curriculum	Headteacher
Committee agreed on:	Signed by:			
FGB agreed/ratified on:	Signed by:			

*St. John's Walham Green Church of England Primary School aspires to develop young people who are successful students, independent learners and confident individuals. We strive to ensure that our pupils become responsible citizens with a concern for the well-being of all God's creation.*

**EQUAL OPPORTUNITIES STATEMENT**

St John's School is committed to the principle of equal opportunity for all pupils irrespective of race, religion, gender, language, disability or family background. We believe that equal opportunity is at the heart of good educational practice and challenge any form of discrimination. All staff and governors are responsible for ensuring that we implement this policy.

**Key Contacts:**

Headteacher:

Name: Ms Barbara Wightwick

Designated Safeguarding Lead:

Name: Ms Barbara Wightwick

Deputy Designated Safeguarding Lead:

Name: Mr. Kieran Gorman

Designated person for Looked After Children (CLA):

Name: Mrs Hannah Abu-Ghaida

Prevent Lead:

Name: Mrs Lisa Bracken

Nominated Governor for Safeguarding and Child Protection:

Name: Ms Alero Abbey

## 1. INTRODUCTION AND RATIONALE FOR POLICY

In line with the Government's vision for all services for children and young people the Governors and all school staff recognise that children have a fundamental right to learn in a safe environment and to be protected from harm. Young people are more likely to learn effectively and go on to lead positive and independent lives if they are kept healthy and safe. This school is therefore committed to providing an environment which is safe and where the welfare of each child is of paramount importance. This will include a commitment to ensuring that all pupils feel confident that any concerns they may have will be listened to and acted upon.

To this end, the Governors and school staff will be committed to ensuring that all members of the school community are aware of school responsibilities and procedures in this area. This will include communicating policies and procedures effectively with parents/carers, ensuring all staff and relevant members of Governing Body attend appropriate training and working effectively with other professionals on behalf of children in need or enquiring into allegations of child abuse.

## 2. AIMS OF POLICY

- To raise the awareness of all school staff of the importance of safeguarding and child protection, and in particular to make clear responsibilities for identifying and reporting actual or suspected abuse;
- To ensure pupils and parents are aware that the school takes child protection seriously and will follow the appropriate procedures for identifying and reporting abuse and for dealing with allegations against staff;
- To promote effective liaison with other agencies in order to work together for the protection and welfare of all pupils;
- To support pupils' development in ways which will foster security, confidence and independence;
- To integrate a child protection curriculum within the existing curriculum, allowing for continuity and progress through all the Key Stages; and
- To make appropriate links and reference to policies in related areas such as discipline and bullying.

### Legislative framework

- Department for Education Statutory Guidance "*Keeping Children Safe in Education.*"
- September 2016
- Children Act 1989 and 2004
- Working Together to Safeguard Children 2015
- London Child Protection Procedures 2013
- United Nations Convention on the Rights of the Child

### **3. GUIDING PRINCIPLES FOR INTERVENTION TO PROTECT CHILDREN**

The school will ensure that the principles identified below, many of which derive from the Children Act 1989, are followed by all staff:

- All children have a right to be kept safe and protected from abuse;
- Child abuse can occur in all cultures, religions and social classes;
- Staff must be sensitive to the families' cultural and social backgrounds;
- Children must have the opportunity to express their views and be heard;
- If there is a conflict of interests between the child and parent, the interests of the child must be paramount;
- The responsibility to initiate agreed procedures rests with the individual who identifies the concern;
- All staff must endeavour to work in partnership with those who hold parental responsibility for a child;
- Information in the context of a child protection enquiry must be treated as CONFIDENTIAL and only shared with those who need to know.
- All staff should have access to appropriate and annual training; and
- School management must allow staff sufficient time to carry out their duties in relation to child protection and safeguarding

### **4. RESPONSIBILITIES OF THE GOVERNING BODY**

The governing body will ensure that the school meets its statutory duties with regard to safeguarding and protecting pupils and that the following are in place:

- The school has the following policies in place and that these are regularly monitored, reviewed and updated where necessary;
  - safeguarding policies and procedures covering early help and child protection that are consistent with the Local Safeguarding Children Board procedures and the LA's internal policies
  - A staff code of conduct policy including policies covering staff/pupil relationships and communications and staff use of social media.
- The school is able to work jointly with other agencies in order to ensure pupils can access help and support from early help services and statutory social work services and that children's plans are implemented and monitored.
- There is a nominated governor with responsibility for liaising with the LA on safeguarding and child protection matters and who links with the LADO in the event of an allegation against the head teacher.
- A senior member of staff is appointed the designated safeguarding lead with responsibility for carrying out the statutory duties as set out in this policy, the individual is given sufficient time and resources to carry out their responsibilities and that another member of staff is appointed to deputise in their absence.

- There is a designated teacher nominated to promote the educational achievement of looked after children and that this person has received appropriate training for the role.
- Staff receive a thorough induction on joining and are given copies of all relevant safeguarding and child protection policies and the staff code of conduct policy.
- Staff are confident that they can raise issues with leaders where there are concerns about safeguarding practice at the school/college and there are robust whistleblowing procedures in place.
- Steps are taken to ensure parents and pupils are aware of the school's safeguarding and child protection policies and procedures.
- Governors take steps to ensure children are given opportunities within the curriculum to learn how to keep themselves safe, including on-line safety.
- The school has appropriate written procedures in place to ensure safe recruitment practices and reasonable checks on visitors to the school, to deal with allegations against staff or volunteers and to report matters to the Disclosure and Barring Service as required, and that these policies are consistent with statutory guidance and reviewed on an annual basis.
- All staff receive safeguarding and child protection training at least annually and receive regular updates from the designated safeguarding lead to ensure they remain up to date with new legislation.
- The school has procedures in place to deal with allegations made against other pupils and pupils who go missing from education.
- Children's wishes and feelings are taken into account when deciding on what action to take or services to provide to protect individual children and there is a robust system in place for gaining feedback from pupils.

## **5. RESPONSIBILITIES OF HEAD/DESIGNATED TEACHER**

The Designated Safeguarding Lead (DSL) for this school is the Headteacher Ms Barbara Wightwick. The Deputy Designated Safeguarding Lead is the Deputy Headteacher, Mr. Kieran Gorman.

The Governing Body will ensure that the school has identified the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead for safeguarding and child protection and that they undertake the following responsibilities:

- To ensure all staff are familiar with school and Local Authority procedures and guidelines for identifying and reporting abuse, including allegations of abuse against staff;
- To ensure all staff receive training in the above, including staff who are temporary or start mid-year;
- To be responsible for co-ordinating action and liaising with school staff and support services over safeguarding and child protection issues;
- To be aware of all children within the school who are the subject of a Child Protection Plan or who are Looked After Children and ensure the child's social worker is informed if such children are subject of an exclusion from the school;
- To ensure the school is represented at child protection case conferences and that written reports are provided as required;

- To follow as appropriate recommendations made by Local Safeguarding Children Board (LSCB);
- To be aware of new legislation, guidance, policy and procedures in the area of safeguarding and child protection;
- To support and advise staff on child protection issues generally;
- To disseminate relevant information between agencies to the appropriate staff e.g. relevant teachers, tutors, learning mentors;
- To maintain accurate and secure child protection records and send on to new schools (where relevant); and
- To receive training every two years with an annual update

## 6. RESPONSIBILITIES OF SCHOOL STAFF

All school staff have a responsibility to identify and report suspected abuse and to ensure the safety and well-being of the pupils in their school. In doing so they should seek advice and support as necessary from the senior designated safeguarding teacher(s) and other senior staff members.

Should staff have **any** concerns then they must complete a pink concern form which can be found on the T: drive in the Safeguarding folder. This must be emailed to the Designated Safeguarding Lead (Barbara Wightwick) and the Deputy Designated Safeguarding Lead (Kieran Gorman). This must be sent with an email alert notification. Paper copies (pink) can also be found in the blue Safeguarding folder which is kept in the staffroom. Staff must ensure they follow up with the DSL/Deputy DSL. This may be on a 'need to know' basis but staff must be assured that their concern has been acted on.

- a. Staff are expected to provide a safe and caring environment in which pupils can develop the confidence to voice ideas, feelings and opinions. Pupils should be treated with respect within a framework of agreed and understood behaviour.
- b. All school staff are expected to:
  - Be able to identify signs and symptoms of abuse
  - Identify children who would benefit from 'early help' intervention;
  - Report concerns (including concerns about other staff/professionals) to the Designated Safeguarding Lead or other senior staff members as appropriate and are able to clearly explain the role of the DSL;
  - Know that Safeguarding is what we do for all children, whilst Child Protection refers to the procedures we use for children at risk of significant harm or who have been harmed;
  - Clarify the difference between a 'concern' and 'immediate danger' or 'at risk of harm';
  - Be aware of the relevant local procedures and guidelines ;
  - Be vigilant regarding peer-on-peer abuse and report appropriately;
  - Monitor and report as required on the welfare, attendance and progress of all pupils;
  - Keep clear, dated, factual and confidential records of child protection concerns; and Respond appropriately to disclosures from children and young people (stay calm,

reassure without making unrealistic promises, listen, avoid leading questions, avoid being judgemental and keep records).

If a pupil makes a disclosure about abuse staff should:

- Listen carefully
- Take it seriously
- Reassure the child it was right to tell
- Do not promise confidentiality
- Do not ask leading questions
- Explain what will happen next
- Alert the DSL or the Deputy DSL
- Use the school's safeguarding reporting document sheet (pink) to report the incident. (These are found in the T: Drive in the Safeguarding folder. Paper copies can also be found in the blue Safeguarding folder in the staffroom).
- Write up conversation using the child's own words as far as possible, and note the date and time
- Sign and date your record, and pass to the DSL

Staff must speak to the Designated Safeguarding Lead if they have any concerns about a child, not only when a disclosure has been made.

## **7. APPOINTMENT OF STAFF**

The Governing Body is committed to adhering to the principle of safer recruitment when appointing staff, taking account of the Department of Education Statutory Guidance "*Keeping Children Safe in Education*" 2016 and will observe the following safeguards:

- That documentation sent out to potential candidates will make it clear that safeguarding and child protection is a high priority of the school and that rigorous checks will be made of any candidate before appointments are confirmed;
- That all references will be taken up and verified by telephoning referees;
- That a reference will always be obtained from the last employer;
- That at interview candidates will be asked to account for any gaps in their career/employment history;
- That candidates will be made aware that all staff are subject to an enhanced DBS check;
- That evidence of relevant checks will be recorded and stored in a single, central location, easily accessible when appropriate and necessary; and
- Where agency supply cover teachers are used, the school business manager receives vetting information from the agency regarding the worker. There is a cross-checking of information when the worker arrives at the school.

## **8. ALLEGATIONS AGAINST STAFF**

- a. The Governing Body recognises that, because of their daily contact with children in a variety of situations including the caring role, teachers and other school staff are vulnerable to accusations of abuse.

- b. The Governing Body further recognises that, regrettably, in some cases such accusations may be true. The Governing Body, therefore, expects all staff to follow the agreed procedures for dealing with allegations against staff. This will initially mean a discussion with the Headteacher. In the event of an allegation against the Headteacher, staff must inform the Chair of Governors.

## **9. STAFF CONTACT WITH PUPILS**

As adults in positions of trust and in order to minimise the risk of accusations being made against staff as a result of their daily contact with pupils, all school staff will adhere to the school's expectations regarding professional conduct and should familiarise themselves with the [DfE Guidance regarding reasonable force](#)

## **10. PHOTOGRAPHY IN SCHOOL AND IN EYFS SETTING**

Children may be at risk when individual pupils can be identified in photographs. For that reason the governing body of St John's Walham Green CE School make every effort to minimise risk. In the event of the inappropriate use of children's photographs, the Headteacher will inform the local Child Protection Officer and Social Services and / or the Police.

### **Camera Phones in Schools**

Staff may not take pictures of children on their mobile phones in school or on school trips. This needs to be done using school iPads and/or cameras.

### **Filming Events**

It is usual for parents to take photographs and videos of children at school events such as the annual Nativity Play and Sports Day. Any objections to this policy should be addressed to the Head Teacher.

If children or parents have any concerns about inappropriate or intrusive photography, they should report them to the Head Teacher who would report them in the same manner as any other child protection concern.

## **11. STAFF TRAINING AND SUPPORT**

- a. The Governing Body recognises the importance of child protection training for Designated Safeguarding Leads and for all other school staff who have contact with children. The designated Governor for safeguarding and child protection will have specific training in their role, available from the Local Authority. The DSL will have training every two years with at least annual updates;
- b. The Governing Body expects the Headteacher as Designated Safeguarding Lead and Deputy Headteacher, as Deputy Designated Safeguarding Lead to ensure that all school staff, including support and ancillary staff receive training in child protection annually and that new staff are made aware of school policy, procedures and guidelines when they join the school and receive annual training thereafter in line with best practice;

- c. The Headteacher is also expected to ensure that all staff receive regular support in respect of child protection work and know which senior member of staff to refer to for advice in the absence of the Designated Safeguarding Lead; and
- d. The Governing Body recognises its own responsibilities to ensure the school has sufficient resources to effectively deliver its safeguarding responsibilities to the highest standard and to request information as part of the Headteacher's report regarding the safeguarding practice of the school so any identified gaps are remedied in a timely way.

## **12. CURRICULUM**

The Governing Body believe that the school curriculum is important in the protection of children. They will aim to ensure that curriculum development meets the following objectives (these are often met through the PSHE and citizenship curriculum):

- Developing pupil self-esteem;
- Developing communication skills;
- Informing about all aspects of risk;
- Developing strategies for self-protection;
- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults; and
- Developing non-abusive behaviour between pupils

### **Online safety**

As part of its duty to provide a safe learning environment and ensure pupils know how to remain safe online, the school will include online safety in our curriculum and will ensure that a staff member is trained in online safety.

## **13. CHILDREN WITH SPECIAL EDUCATIONAL NEEDS (SEND)**

The school is aware that children with special education needs or disabilities may be more vulnerable to harm and abuse and may be more likely to experience bullying. School leaders recognise that staff need to be able to help this group to overcome barriers to seeking help. The Designated Safeguarding Leads will work with the special educational needs co-ordinator to identify pupils with particular communication needs and to ensure clear guidance is available for staff in relation to their responsibilities when working with children with intimate care needs.

## **14. CHILDREN WHO ARE MISSING FROM EDUCATION OR HOME EDUCATED**

We monitor the attendance of all pupils because persistent absence or pupils missing from school may be an indicator of welfare concerns.

In the event of a pupils missing school or persistently absent we will make a referral to the Early Help team in the LA and follow the LA protocol for children missing in education. If a parent notifies the school that they are removing the child so they can be educated at home, we will notify ACE team (Attendance (statutory), Child Employment/Entertainment, Elective Home Education/ Children Missing Education (ACE).

If the child is already known to Social Care, we will notify their allocated social worker immediately.

If the child is not known to Social Care, but the school has concerns about their welfare, the designated safeguarding lead will make a referral to ACE team.

## 15. PROMOTING THE WELLBEING OF PUPILS

The Special Educational Needs and Disabilities Code of Practice

[DfE: Jan 2015] sets 'Social Emotional and Mental Health' as one of the four categories of need for SEND. St John's has a duty to make reasonable adjustments and provisions to support pupils' social, emotional and mental health/wellbeing.

We have a draft Mental Health and Wellbeing Policy that outlines our responsibilities and provisions.

To summarise, our school has several provisions in place, specifically to support pupils' social, emotional, mental health and wellbeing:

- Learning Mentor

We employ a specialist mentor who currently works in school, one day per week each term. He mentors a number of pupils, targeting such areas as self-esteem, anger, depression, family breakdowns and grief.

- Mentoring/pastoral support program

Senior members of staff as well as class teachers and HLTAs/TAs/LSAs support individual, named pupils to ensure that they have an additional adult to talk with either regularly or who can be approached when required. These arrangements depend on the needs of the child but can include such scenarios as recent parental divorce, a recent medical diagnosis, a period of low self-esteem, a period of poor behaviour.

- ELSA (Emotional Learning Support assistant)

An HLTA has been trained as an ELSA in 2016/17. The HLTA supports pupils in all areas of emotional literacy and how pupils' emotional wellbeing can impact upon their learning. The ELSA has acted as a learning mentor for several pupils identified with social, emotional and mental health concerns, runs pupil nurture groups and runs a Lego therapy social skills program.

- RULER (Recognising, understanding, labelling, expressing and regulating emotions)

The whole school RULER program brings emotional wellbeing to the forefront of day to day life in school. Pupils are encouraged to discuss how they are feeling and 'plot' themselves on the class mood meters, regularly. Each class has a 'class charter' that sets out agreed guidelines for how pupils should treat one another and be treated by school staff to ensure that they are well supported.

- PSHCE curriculum

Our PSHCE curriculum incorporates aspects of the SEAL (social and emotional aspects of learning) program to ensure that pupils cover a range of topics to support their social and emotional development.

- PLP (personalised learning profiles)

Where a pupil has been identified as having a social, emotional or mental health need that requires 'reasonable adjustments' to be made, in school, to support their learning or personal development, that pupil may be placed onto the SEND register. The pupil then has regular targets set to support their development and progress that are monitored by the class teacher and SENDco.

- Staff training

The school has been part of a CAMHS (Child and Adolescent Mental Health Services) pilot scheme that provided mental health training and awareness to our support staff, including sessions on child anxiety, attention and engagement and mindfulness.

Teaching staff have received training from the Educational Psychology team in Attachment theory.

Further training will include support from specialist Autism outreach teachers in understanding the emotional needs of pupils with Autistic Spectrum condition.

## **16. CONFIDENTIALITY**

The Governing Body accepts that child protection raises issues of confidentiality, which should be clearly understood by all staff. Reports to the Governing Body will not identify individual children.

## **17. RECORD KEEPING AND REPORTS**

- a. The Governing Body expect all staff to maintain high quality signed and dated child protection records, which separate fact, allegation, hearsay and opinion and which clearly indicate decisions and action taken. These records may in some cases be required in court proceedings.
- b. The Governing Body further expect school staff to assist the Family and Children's Services Department by providing information to contribute to child protection enquiries and for child protection case conferences as required.

## **18. MONITORING PUPILS ON THE CHILD PROTECTION REGISTER**

The Governing Body expects the Designated Safeguarding Leads to ensure that teachers monitor closely the welfare, progress and attendance of all pupils. Relevant and pertinent information relating to children either subject to a Child Protection Plan or deemed Children in Need will be provided in a timely fashion to Family and Children's Services staff.

## **19. COMMUNICATING POLICY TO PARENTS AND PUPILS**

- a. The Governing Body expects parents and pupils to be informed that the school has a child protection policy and is required to follow the LSCB Guidelines for reporting suspected abuse to the Family and Children's Services Department.
- b. Pupils and parents should know how the school's child protection system works and with whom they can discuss any concerns. They should also be made aware of local or national telephone help lines.

## **20. MONITORING AND EVALUATING EFFECTIVENESS OF SCHOOL'S POLICY**

The governors require the Headteacher to report to them annually on the effectiveness of the school's child protection policy and on associated issues in the school over the preceding year.

## **21. CHILD PROTECTION IN RELATION TO OTHER SCHOOL POLICIES**

This child protection policy should be read in conjunction with other relevant school policies such as behaviour and discipline, anti-bullying and use of restraint and equality policies.

### **Definitions and Indicators of Abuse 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 and/or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent 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); and □ Ensure access to appropriate medical care or treatment.

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

### **Physical Indicators of Neglect**

(Many indicators listed in the physical abuse section can also indicate neglect.)

- Abandonment;
- Lack of shelter ;
- Unattended medical and dental needs;
- Consistent lack of supervision;
- Ingestion of cleaning fluids, medicines, etc.;
- Consistent hunger;
- Nutritional deficiencies;
- Inappropriate dress for weather conditions;
- Poor hygiene;
- Persistent (untreated) conditions (e.g. scabies, head lice, diaper rash, or other skin disorders);

- Developmental delays (e.g. language, weight);
- Irregular or non-attendance at school or child care;
- Not registered in school;
- Not attending school;
- Underweight and is very small for their age; and
- If they are regularly left alone, or given responsibility for younger brothers or sisters.

### **Behavioural Indicators of Neglect**

- Depression;
- Poor impulse control;
- Demands constant attention and affection lack of parental participation and interest delinquency;
- Misuse of alcohol/drugs;
- Regularly displays fatigue or listlessness, falls asleep in class steals food, or begs for food from classmate(s);
- Reports that no carer or parent is at home;
- Frequently absent or late;
- Self-destructive;
- Drops out of school (adolescent);
- Takes over adult caring role (of parent);
- Lacks trust in others, unpredictable; and
- Plans only for the moment.

### **Physical Abuse**

Physical abuse includes hitting, shaking, kicking, punching, scalding, suffocating and other ways of inflicting pain or injury to a child. It also includes giving a child harmful substances, such as drugs, alcohol or poison. If a parent or carer reports non-existent symptoms of illness in a child, or deliberately causes illness in a child, this is also a form of physical abuse.

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

Bruises, black eyes and broken bones are obvious signs of physical abuse. Other signs might include:

- Injuries that the child cannot explain or explains unconvincingly;
- Untreated or inadequately treated injuries;
- Injuries to parts of the body where accidents are unlikely, such as thighs, back, abdomen, face;
- Bruising which looks like hand or finger marks or have the shape of an object
  - E.g. Cigarette burns, human bites Scalds and burns;
- Presence of several injuries (3+) that are in various stages of healing repeated injuries / accidents over a period of time;
- Injuries not consistent with the child's age and development; and
- Bald patches on child's head where hair may have been torn out injuries where the child and parents' account of their happening differ

### **Behavioural Indicators of Physical Abuse**

- Child is sad, withdrawn or depressed;
- Has trouble sleeping;
- Behaves aggressively or is disruptive;
- Shows fear of certain adults;
- Has a lack of confidence and low self-esteem;
- Uses drugs or alcohol;;
- Attempts to run away and reluctance of going home
- Stilted conversation, vacant stares or frozen watchfulness, no attempt to seek comfort when hurt;
- Describes self as bad and deserving to be punished;
- Cannot recall how injuries occurred, or offers an inconsistent explanation;
- Wary of adults;
- Often absent from school/child care;
- May flinch if touched unexpectedly;
- Displays indiscriminate affection-seeking behaviour;
- Abusive behaviour and language in play;
- Overly compliant and/or eager to please;
- Poor sleeping patterns, fear of the dark, frequent nightmares;
- Cries frequently;
- Poor memory and concentration; and
- Suicide attempts

### **Female Genital Mutilation (FGM)**

FGM is illegal in the UK and it is also an offence to take a female child out of the UK to undergo FGM or to arrange for a female child to undergo FGM both in the UK and abroad.

### **Indicators that a girl has undergone FGM:**

- Has difficulty walking, sitting or standing;
- Has noticeable behaviour changes;
- Requests to be excused from PE/Sport;
- Confiding in a professional that FGM has taken place:
- Requesting help to manage any of the complications associated with FGM;
- Spending longer than normal in the toilet due to difficulties urinating;
- Frequent UTIs;
- Recent onset of signs of emotional and psychological trauma e.g. withdrawal, depression and/or anger;
- Reluctance to undergo normal medical examinations.

### **Factors suggesting a girl is at risk of FGM aged 0-15 years old;**

- Withdrawn from PSHE by parents;
- Parent or female child states the girl will be taken out of the country for an extended holiday;
- Mother had FGM;
- Confiding in a professional about a 'special procedure' or 'special holiday' or 'ceremony'

- Requesting help from a teacher or other professional to avoid FGM;
- Older sister had FGM; and
- Talks about a long holiday to country of origin or a country where the practice is prevalent.

### **Action on FGM**

If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Mandatory reporting duty commenced in October 2015. Teachers must report to the police, cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate

### **Sexual Abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities (Child Sexual Exploitation) including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways. Specific attention should be given to safeguarding arrangements where children are engaged in close one-to-one teaching, particularly in specialist performing arts and sports provision

### **Physical Indicators of Sexual Abuse**

- Pain, itching, bruising or bleeding in the mouth or genital or anal areas;
- Genital discharge or urinary tract infections;
- Stomach pains or discomfort walking or sitting;
- Sexually transmitted infections;
- Fatigue due to sleep disturbances;
- Sudden weight change;
- Cuts or sores made by the child on the arm (self-mutilation);
- Recurring physical ailments;
- Difficulty in walking or sitting;
- Torn, stained or bloody underwear; and
- Pregnancy

### **Behavioural Indicators of Sexual Abuse in a younger child:**

- Sad, cries often, unduly anxious poor concentration;
- Inserts objects into the vagina or rectum;
- Change or loss of appetite;
- Sleep disturbances, nightmares;
- Excessively dependent;
- Fear of home or a specific place;
- Excessive fear of men or women;
- Lacks trust in others;

- Age-inappropriate sexual play with toys, self, others (e.g. replication of explicit sexual acts);
- Age-inappropriate sexual language;
- Age-inappropriate, sexually explicit drawings and/or descriptions;
- Bizarre, sophisticated or unusual sexual knowledge;
- Reverts to bedwetting/soiling;
- Dramatic behavioural changes, sudden non-participation in activities;
- Poor peer relationships, self-image;
- Overall poor self-care;
- Absence from school; and
- Child talks of receiving special attention from a particular adult, or refer to a new, "secret" friendship with an adult or young person.

#### **In an older child:**

- Sudden lack of interest in friends or activities;
- Fearful or startled response to touching;
- Overwhelming interest in sexual activities;
- Hostility toward authority figures;
- Fire setting;
- Need for constant companionship;
- Regressive communication patterns (e.g. speaking childishly);
- Academic difficulties or performance suddenly deteriorates;
- Truancy and/or running away from home;
- Wears provocative clothing or wears layers of clothing to hide bruises (e.g. keeps jacket on in class);
- Recurrent physical complaints that are without physiological basis (e.g. abdominal pains, Headache, nausea);
- Lacks trust in others;
- Unable to "have fun" with others;
- Suicide attempts;
- Drug/alcohol misuse;
- Poor personal hygiene;
- Promiscuity; and
- Sexual acting out in a variety of ways.

#### **Emotional Abuse**

Emotional abuse is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve 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 ill treatment of a child, though it may occur alone.

### **Physical Indicators of Emotional Abuse**

- Bedwetting and/or diarrhoea; and
- Frequent psychosomatic complaints, headaches, nausea, abdominal pains

### **Behavioural Indicators of Emotional Abuse**

- Mental or emotional development lags;
- Behaviours inappropriate for age;
- Fear of failure, overly high standards, reluctance to play;
- Fears consequences of actions, often leading to lying;
- Extreme withdrawal or aggressiveness, mood swings;
- Overly compliant, too well-mannered;
- Excessive neatness and cleanliness;
- Extreme attention-seeking behaviours;
- Poor peer relationships;
- Severe depression, may be suicidal;
- Runaway attempts;
- Violence is a subject for art or writing complains of being left out; and  Contact is forbidden with other children low self-esteem.

### **Indicators of Grooming Behaviour**

Potential warning signs of grooming behaviour might include:

- A pupil receiving special attention or preferential treatment;
- Excessive time spent alone with a pupil outside of the classroom;
- Frequently spending time with a pupil in private or isolated areas;
- Transporting a pupil possibly to or from school;
- Making friends with a pupils parents and visiting their home;
- Acting as a particular pupil's "listening ear";
- Giving small gifts, money, toys, cards, letters to a pupil;
- Using texts, telephone calls, e-mails or social networking sites to inappropriately communicate with a pupil;
- Overly affectionate behaviour with a pupil;
- Flirtatious behaviour or making suggestive remarks or comments of a sexual nature around a pupil; and
- Other pupils are suspicious and make jokes or references

### **Peer on Peer Abuse**

- Children who abuse others, including those who sexually abuse/offend are likely to have considerable needs themselves and that they may pose a significant risk of harm to other children.
- Evidence suggests that children who abuse others may have suffered considerable disruption in their lives, been exposed to violence within the family, may have witnessed or been subject to physical or sexual abuse, have problems in their educational development and may have committed other offences.
- Such children are likely to be children in need and some will, in addition, be suffering, or at risk of suffering, significant harm and may themselves be in need of protection.

- Children and young people who abuse others should be held responsible for their abusive behaviour, while being identified and responded to in a way that meets their needs as well as protecting others.
- To help minimise peer on peer abuse we run a weekly circle time programme in all classes, link with NSPCC for assemblies, run a mindfulness programme in school, have trained learning mentors who work with cause for concern children in our school.

There are also those who are at risk of abuse: Children whose situations do not currently fit the above categories, but where social and medical assessments indicate that they are of significant risk of abuse. These could include situations where another child in the household has been harmed or the household contains a known abuser.

### **Sexting**

Once a picture has been sent this can never be removed from the world-wide-web. Pupils in Years 5 and 6 are taught about the implications of sexting at relevant times during in the curriculum and then during e-safety week. Parents are also informed of these implications at parent workshops during esafety week.

Nationally, some 25% of all Safeguarding referrals originate from schools. It is therefore essential that school staff are aware of the issues and the procedures to be followed when there are concerns about abuse or neglect.

### **Radicalisation**

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extreme views. These include:

- Spending increasing time in the company of other suspected extremists;
- Changing their style of dress or personal appearance to accord with the group;
- Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause;
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- Possession of materials or symbols associated with an extremist cause;
- Attempts to recruit others to the group/cause;

- Communications with others that suggests identification with a group, cause or ideology;
- Using insulting to derogatory names for another group ; and
- Increase in prejudice-related incidents committed by that person – these may include;
- Physical or verbal assault o provocative behaviour;
- Damage to property
- Derogatory name calling
- Possession of prejudice-related materials
- prejudice related ridicule or name calling
- Inappropriate forms of address
- Refusal to co-operate
- Attempts to recruit to prejudice-related organisations
- Condoning or supporting violence towards others

If you become aware of the indicators of any of these types of abuse you should share your concerns with the DSL. It is not your job to decide if abuse is taking place. It is your duty to pass on concerns to the DSL.

There are five dimensions to the actions we take in response to the Prevent Duty:

- Risk assessment;
- Working in partnership with local authorities;
- Awareness-raising amongst staff;
- Protection from terrorist and extremist material when accessing the internet in school/college  
Building resilience to radicalisation through the curriculum, e.g. through citizenship and religious education, and considerations for pupils’ spiritual, moral, social and cultural (SMSC) development; and
- These aspects are addressed through our PSHE policy.

### **Honour based violence**

Honour based violence which is a violent crime or incident which may have been committed to protect or defend the honour of the family or community. It is often linked to family members or acquaintances who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with the traditional beliefs of their culture. For example, honour based violence might be committed against people who:

- Become involved with a boyfriend or girlfriend from a different culture or religion; □ Want to get out of an arranged marriage;
- Want to get out of a forced marriage; and
- Wear clothes or take part in activities that might not be considered traditional within a particular culture.

## Links to further information on specific safeguarding topics

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools and colleges can be found on the TES website and the NSPCC website.

Schools and colleges can also access broad government guidance on the issues listed below via the links to the GOV.UK website:

[Child missing from education: Child](#)

[missing from home or care](#)

[Child sexual exploitation \(CSE\):](#)

[Bullying and cyberbullying](#)

[Domestic violence](#)

[Drugs](#)

[Fabricated or induced illness](#)

[Faith abuse](#)

[Female genital mutilation \(FGM\)](#)

[Forced Marriage](#)

[Gangs and youth violence](#)

[Gender-based violence/violence against women and girls \(VAWG\)](#)

[Mental Health](#)

[Private fostering](#)

[Preventing radicalisation](#)

[Sexting](#)

[Teenage relationship abuse](#)

[Trafficking](#)

**Action  
when a  
child has  
suffered or  
is likely to  
suffer harm  
(see below)**

### **Action when a child has suffered or is likely to suffer harm**

This diagram illustrates what action should be taken and who should take it where there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. **Anybody can make a referral.**

**Sharing/recording concerns**  
Individual with concerns about a child (see paragraphs 24-29 and the NSPCC signs of abuse and neglect) shares these with the designated safeguarding lead who records them.\* The individual with concerns may refer to children's social care directly in exceptional circumstances such as in emergency or a genuine concern that appropriate action has not been taken

**Consideration**  
If referred to them, the designated safeguarding lead considers if an early help assessment\*\* is needed or if s/he should swiftly move to the next step

**Referral to children's social care**  
An individual with concerns or the designated safeguarding lead may make a referral to children's social care

**No referral to children's social care**  
The individual with concerns or the designated safeguarding lead should monitor the situation

**If the child's situation does not appear to be improving the referrer should press for re-consideration**

**Children's social care consideration**  
Children's social care decides within one working day what action will be taken, including if an assessment is needed, and feed back to the referrer

**Assessment**  
Children's social care completes the assessment within 45 working days of the referral; it could be a section 17 or 47 assessment\*\*; all schools should allow LAs access to facilitate arrangements

**No assessment**  
If no section 17 or 47\*\*\* assessment is recommended an early help assessment\*\* may be recommended and/or onward referral to other specialist or universal services; children's social care will feed back to the referrer

**Key contact details Local authority:**

<p><b>Key contact details Local authority designated officer (LADO)</b></p>	<p><b>Jane Foster</b> Tri-borough Safe Organisation Manager and Local Authority Designated Officer Telephone:020 7641 6108 Email: <a href="mailto:INTERIM:Hilary.Shaw@rbkc.gov.uk">INTERIM: Hilary.Shaw@rbkc.gov.uk</a></p>
<p><b>Tri-Borough Safeguarding and Child Protection Training, Consultation and Advice for Schools and Education:</b></p>	<p><b>Hilary Shaw</b> Tri-Borough Safeguarding and Child Protection Schools and Education Officer Telephone: 020 7598 4876 Mobile: 07817 365 519 Email: <a href="mailto:Hilary.Shaw@rbkc.gov.uk">Hilary.Shaw@rbkc.gov.uk</a></p> <p><b>Marissa Aslibangura</b> Tri-Borough Safeguarding and Education – Liaison and Training Coordinator Telephone: 020 7598 4886 Mobile: 07739 315 432 Email: <a href="mailto:Marissa.Aslibangura@rbkc.gov.uk">Marissa.Aslibangura@rbkc.gov.uk</a></p>
<p><b>Tri-Borough PREVENT</b></p>	<p><b>Jake Butterworth</b> Bi-borough Prevent Officer – Counter Extremism Telephone: 020 8753 6918 Email: <a href="mailto:Jake.Butterworth@lbhf.gov.uk">Jake.Butterworth@lbhf.gov.uk</a></p>
<p><b>Local safeguarding children board (LSCB)</b></p>	<p><b>Alexandra Handford</b> Safeguarding Manager (Acting) Telephone: 0207 598 4638 Mobile: 07973 564580 Email: <a href="mailto:Alexandra.Handford@rbkc.gov">Alexandra.Handford@rbkc.gov</a> *Specialism: Child Sexual Exploitation</p> <p><b>Sarah Stalker</b> Family Support and Child Protection Adviser Telephone: 020 7598 4640 Mobile: 07971 322 482 Email: <a href="mailto:Sarah.Stalker@rbkc.gov.uk">Sarah.Stalker@rbkc.gov.uk</a> *Specialism: FGM Mon/Tues/Wed only</p> <p><b>Stacey Duncan</b> Family Support and Child Protection Adviser Telephone: 020 7854 5979 Mobile: 07896 271 561 Email: <a href="mailto:Stacey.Duncan@rbkc.gov.uk">Stacey.Duncan@rbkc.gov.uk</a> Thurs/Fri only</p>
<p><b>Disclosure and Barring Service (DBS)</b></p>	<p><b>Helpline:</b> 03000 200190 <b>Barring referrals:</b> <a href="mailto:dbsdspatch@dbgs.gsi.gov.uk">dbsdspatch@dbgs.gsi.gov.uk</a> PO Box 181, Darlington DL1 9FA 01325 953 795</p>

<b>Early Years</b>	<b>Early Years OFSTED Complaints Manager</b> Royal Exchange Building St Anne's Square Manchester M2 7LA Tel: 08456014772. 08456404040
<b>Childline</b>	ChildLine <i>Tel: 0800 1111</i> <a href="#">Chat online with a councillor</a> <a href="#">Create an online account with Childline</a>
<b>NSPCC</b>	NSPCC <i>Tel: 0808 800 5000</i> Text: 88858 Email: <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a> Online: <a href="http://www.nspcc.org.uk/reportaconcern">www.nspcc.org.uk/reportaconcern</a> The NSPCC whistle-blowing helpline number 0800 028 02
<b>Early Help</b>	<i>Tel: 020 7598 4608/ 020 7598 4601</i> Email: <a href="mailto:earlyhelp@rbkc.gov.uk">earlyhelp@rbkc.gov.uk</a>