

Calverton Primary School



Safeguarding and Child Protection Policy

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'Safeguarding Children is Everyone's Responsibility'

1 Introduction

- This document incorporates guidance [Keeping Children Safe in Education \(September 2016\)](#), and [Inspecting safeguarding in early years, education and skills from August 2016](#).
- The governors and staff of Calverton fully recognise the contribution school must make to safeguarding children. We recognise that all staff, including volunteers, have a full and active part to play in protecting our pupils from harm.
- All staff and governors believe that our school should provide a caring, positive safe and stimulating environment which promotes the social, emotional, physical and moral development of the individual child.

The aims of this policy are:

- To support the child's development in ways that will foster security, confidence and independence
- To have a structured internal procedure to be followed by all staff in cases of suspected abuse
- To promote inter agency working relationships
- To raise awareness of relevant issues within the curriculum so that it helps children protect themselves and foster responsible attitudes to adult life and parenthood
- To ensure that adequate mechanisms exist for offering ongoing support to staff members and children/young people involved in child protection cases
- To raise awareness of all staff of the need for child protection and of their responsibilities in identifying and reporting possible cases of abuse
- To raise the awareness of both teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse/causes for concern
- To provide a systematic means of monitoring children known or thought to be at risk of harm
- To emphasise the need for good levels of communication between all members of staff
- To develop a structured procedure within the school that will be followed by all members of the school community in cases of suspected abuse and causes for concern
- To develop and promote effective working relationships with other agencies, especially the Police and Social Services
- To ensure that all adults within our school who have access to children have been checked as to their suitability.

There are five aspects to safeguarding and promoting the welfare of children:

- Ensuring we practise safe recruitment in checking the suitability of staff and volunteers to work with children
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan
- Establishing a safe environment in which children can learn and develop.

Our policy and procedures provide for all of these aspects of safeguarding.

The Designated Senior Persons for Child Protection are Caroline Crompton (Head Teacher) and Jay Bull-Mannan (Deputy Head Teacher). Other trained members of the Safeguarding Pupils Team (SPT) are, Jan Bowtell (AHT), Michael Speed (AHT), Nina Gill (Pastoral Support Manager), Keely Gilbey (Learning Mentor) and Joseph Wynne (SENCo).

At Calverton we adopt the following values in our school life:

- Democracy and Having Your Say
- Rules and Consequences
- Freedom with Responsibility
- Respecting Others
- Fairness and Tolerance

2 Responsibilities

Governing Body

- Ensures the school has a Safeguarding and Child Protection Policy that is understood by all staff
- Ensures the school has a Child Protection Policy and procedures in place that are in accordance with Local Authority guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request
- Regularly checks the Single Central Record
- The school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children; and that any panel involved in the recruitment of staff has at least one member who has undertaken the Safer Recruitment Training
- The school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the Local Authority and locally agreed inter-agency procedures
- At least two senior members of the school's Leadership team are designated to take lead responsibility for safeguarding/ child protection issues, providing advice and support to other staff, liaising with the Local Authority and working with other agencies
- Staff including the Head Teacher undertake appropriate child protection training which is updated every two years
- They remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements
- A governor is nominated to be responsible for liaising with the Local Authority and /or partner agencies in the event of allegations of abuse being made against the Head Teacher. At Calverton this is the Chair of Governors
- Where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate
- They review their policies and procedures annually and provide information to the Local Authority about them and about how the above duties have been discharged.
- Monitor the effectiveness of the implementation of the Safeguarding and Child Protection Policy and know the names of the Safeguarding Pupils Team (SPT).

Head Teacher

- Ensures the policies and procedures adopted by the *Governing Body* are fully implemented, and followed by all staff
- Ensures 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 assessments of children
- Ensures 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 in accordance with agreed whistle blowing policies

Senior Members of Staff with Designated Responsibility for Safeguarding

Making Referrals

- Refer cases of suspected abuse or allegations using the Triage referral system to the relevant investigating agencies and liaise with other agencies;
- Act as a source of support, advice and expertise within the educational establishment;
- Adhere to the national guidance, LA and school procedures with regard to referring a child if there are concerns about possible abuse
- Liaise with the Head Teacher to inform him/her of any issues and on-going investigations and ensure there is always cover for this role if the Designated Lead for safeguarding is not the Head Teacher

Undertaking and Delivering Training

- Recognise how to identify signs of abuse and when it is appropriate to make a referral
- Have a working knowledge of how Newham operates, the conduct of a child protection case conference and be able to attend and contribute to these and on-going child protection plans
- Ensure that all staff have access to and understand the school's Child Protection Policy
- Ensure that all staff have safeguarding training as part of their induction and revisit annually
- Keep detailed accurate secure written records of referrals; discussions with other agencies and/or concerns
- Obtain access to resources and attend any relevant or refresher training courses at least every two years

Raising Awareness

- Ensure the Child Protection Policy is updated and reviewed annually and work with the *Governing Body* regarding this
- Ensure parents are made aware of the Child Protection Policy which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later.

Monitoring

- Keeping written records of concerns about a child even if there is no need to make an immediate referral
- Ensuring that all such records are kept confidentially and securely and are separate from pupil records
- Ensuring that an indication of further record-keeping is marked on the pupil records
- Ensuring that social services are contacted regarding any pupil currently on the child protection register who is absent without explanation. All absentees for whom there is no known reason are followed up on the same day by telephone /visit for vulnerable pupils

All staff and volunteers

All staff and volunteers will:

- Fully comply with the school's policies and procedures
- Attend appropriate training
- Inform one of the designated persons of any concerns
- Have knowledge of the school's Child Protection Policy
- Recognise signs of abuse/neglect and know how to refer it to the SPT
- Submit written reports on request for case conferences, core groups and child in need meetings.

These should be written noting:

1. child's well being
2. academic progress if any
3. barriers to learning
4. attendance and punctuality
5. appearance
6. any disclosures
7. any other concerns

3 Procedures

Our school procedures for safeguarding children are in line with [Keeping Children Safe in Education \(September 2016\)](#) and [What to do if you're worried a child is being abused: advice for practitioners](#) - March 2015

We ensure that:

- **Mrs C Crompton** (Head Teacher)/ **Mrs J Bull-Mannan** (Deputy Head Teacher) are the designated members of staff who undertake regular training. **Mrs C Crompton** and **Mrs J Bull-Mannan** have overall responsibility.
- Our Early Help support is managed by our Pastoral Support Manager, Ms N Gill. Early Help provides integrated support to children, young people and their families. The key objective is to offer practical advice, support and direct case work to prevent issues escalating and requiring statutory intervention.
- All new members of staff are directed to our safeguarding procedures as part of their induction into the school.
- All members of staff develop their understanding of the signs and indicators of abuse through annual and on-going training
- All members of staff know how to respond to a pupil who discloses abuse
- Our Safeguarding Children policy and other associated policies and guidance are saved on the school networks, and are accessible on the school's website. At the start of each academic year, staff revisit school policy on Safeguarding children and are sign posted to supporting documentation in the staff room
- Our procedures are reviewed and up-dated annually
- We have designated safeguarding governors who act as the link governors between the governing body and the designated lead persons. The safeguarding link governors review safeguarding procedures/practices including access to training through regular meetings with the designated safeguarding persons or Safeguarding Pupils Team (SPT). The governors ensure that sufficient time is given to carry out the duties including accessing training. Where safeguarding concerns arise

regarding a member of staff, the Head Teacher will liaise with the Chair of Governors. LADO (Local Authority Designated Officer) should also be consulted.

- Statutory safeguarding checks are made for all staff, volunteers and governors, whether the role is temporary and permanent. A single central record of checks made is managed by **Clare Batchelor** (Office Manager).

Summary of Procedures

The procedures involved when concerns are raised can be complex. However the following is a brief summary of procedures:

1. A concern is raised. This can be from the child, from staff, from a parent or any member of the community. It is recorded and passed to the Safeguarding Pupils Team (SPT).
2. Follow up to concern. The SPT may seek further information by speaking to children and families. **In certain circumstances, the parents/carers may not be spoken to if it is considered that this may put the child at further harm.**
3. Action. This varies depending on the concern. It may be that no further action is deemed necessary; the situation is monitored; the situation is discussed with parents/carers; support from school is provided; consultation with other agencies is necessary; referral is made to Newham for further support or protection.

4 Partnership with Parents

- The school shares a purpose with parents to educate and keep children safe from harm and to have their welfare promoted
- We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child
- We share with parents any concerns we may have about their child unless to do so may place a child at risk of harm
- We encourage parents to discuss any concerns they may have with a member of our Safeguarding Pupils Team. They are currently **Mrs C Crompton, Mrs J Bull-Mannan, Ms Bowtell, Mr Speed, Ms N Gill, Mr J Wynne and Ms Gilbey.**
- We make parents aware of our policy. Parents can access our Safeguarding Policy through our website and request copies by contacting the school office.

5 Taking action to ensure that children are safe at school and at home

All staff follow the Child Protection Procedures which are consistent with [Keeping Children Safe in Education \(September 2016\)](#) '[Working Together to Safeguard Children - March 2015](#)' and '[What to do if you are worried a child is being abused - March 2015](#)'.

It is not the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly, all concerns regarding the welfare of pupils will be recorded and discussed with a member of the Safeguarding Pupils Team (SPT) prior to any discussion with parents. The SPT team meet at least once every fortnight to discuss our vulnerable pupils.

Reporting Concerns

Staff must immediately report concerns to a senior leader and log their concern on *Safe Guard*:

- Any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- Any explanation given which appears inconsistent or suspicious
- Any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play)
- Any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- Any concerns that a child is presenting signs or symptoms of abuse or neglect
- Any significant changes in a child's presentation, including non-attendance
- Any hint or disclosure of abuse from any person
- Any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present).

Responding to Disclosure

Disclosures or information may be received from pupils, parents or other members of the public. School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity.

Such information cannot remain confidential and staff will immediately communicate what they have been told to a member of the Safeguarding Pupils Team (SPT) and make a contemporaneous record.

6 Principles

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated person in order that s/he can make an informed decision of what to do next.

Staff

- Listen to and take seriously any disclosure or information that a child may be at risk of harm
- Try to ensure that the person disclosing does not have to speak to another member of school staff
- Clarify the information
- Try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?'
- Try not to show signs of shock, horror or surprise
- Try not to express feelings or judgements regarding any person alleged to have harmed the child
- Explain sensitively to the person that they have a responsibility to refer the information to the senior designated person
- Reassure and support the person as far as possible
- Explain that only those who 'need to know' will be told
- Explain what will happen next and that the person will be involved as appropriate
- Are aware that they must not promise a child to keep secrets.

Action following the raising of concern

Action by the Safeguarding lead or a member of the Safeguarding Pupils Team (SPT) following any information raising concern, the designated senior person will consider:

- Any urgent medical needs of the child
- Making an enquiry to find out if there is any social service input by ringing duty and assessment team at Newham Triage
- Discussing the matter with other agencies involved with the family
- Consulting with appropriate persons e.g. Safeguarding Officer and/or Social Care
- The child's wishes.

Then decide:

- Wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
- Whether to make a child protection referral to social care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately.
- Not to make a referral at this stage following consultation with another member of the Safeguarding Pupils Team (SPT)
- If further monitoring is necessary
- If it would be appropriate to undertake an assessment and/or make a referral for other services

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to social care will be followed up in writing via Triage within 48 hours.

Action following a Child Protection Referral

The designated senior person or other appropriate member of staff will:

- Make regular contact with the Social Worker involved to stay informed
- Wherever possible, contribute to the Strategy Discussion
- Provide a report for, attend and contribute to any subsequent Child Protection Conference
- If the child or children are made the subject of a Child Protection Plan, contribute to the Child Protection Plan and attend Core Group Meetings and Review Conferences
- Where possible, share all reports with parents prior to meetings (7 days before)
- Where a child subject to a Child Protection Plan moves from the school or goes missing, immediately inform the key worker in Social Care.
- The Designated Senior Person should ensure that where a pupil with a child protection plan leaves, their information is transferred to a new school immediately and the child's social worker is informed.

Recording and monitoring

Accurate records are made as soon as practicable on Safe Guard software and will clearly distinguish between observation, fact, opinion and hypothesis. All records are dated, any information given is recorded verbatim where possible and a note made of the location and description of any injuries seen.

All Child Protection paper documents are retained in a 'Child Protection' file, separate from the child's main file. This is locked away and only accessible to the Head Teacher and SPT. These records are copied and transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Designated Person Child Protection.' If the child goes missing from education or is removed from roll to be educated at home then any Child Protection file is copied and the copy sent to the Education Social Work Service. All electronic Safe Guard files are automatically transferred to another school should a child leave, if the school has the safeguard software. If a child transfers to a school without the software all files

Supporting the Child and Partnership with Parents

- School recognises that the child's welfare is paramount, however good child protection practice and outcome relies on a positive, open and honest working partnership with parents
- Whilst we may, on occasion, need to make referrals without consultation with parents, we make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child
- We provide a secure, caring, supportive and protective relationship for the child.
- Children are given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why
- We endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Senior Person determines which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child.

Supporting Children Involved with a Concern

- We recognise that a child who is abused or witnesses violence may find it difficult to develop and maintain a sense of self-worth. We recognise that a child in these circumstances may feel helpless and humiliated. We recognise that a child may feel self-blame
- 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
- 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.

Supporting All Children

Our school supports all pupils by:

- Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying
- Promoting a caring, safe and positive environment within the school
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children
- Notifying Social Services as soon as there is a significant concern
- Providing continuing support to a pupil about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school.

Confidentiality

- We recognise that all matters relating to Child Protection are confidential
- The Head Teacher or Designated Teacher will disclose any information about a pupil to other members of staff on a need to know basis only.

Supporting Staff

- We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer may find the situation stressful and upsetting
- We support such staff by providing an opportunity to talk through their anxieties with the designated teacher and to seek further support as appropriate
- We follow '[Guidance for Safer Working Practice for Adults who work with Children and Young People in Education](#)' (revised 2015 by the Safer Recruitment Consortium) to advise our staff on safe practice when working with children.

7 Allegations against staff

Where safeguarding concerns arise regarding a member of staff, the Head Teacher will liaise with the Chair of Governors. [LADO \(Local Authority Designated Officer\)](#) should also be consulted.

- We understand that a pupil may make an allegation against a member of staff
- If such an allegation is made, the member of staff receiving the allegation will immediately inform the Head Teacher
- The Head Teacher on all such occasions will discuss the content of the allegation with the LADO (Local Authority Designated Officer).
- If the allegation made to a member of staff concerns the Head Teacher, the designated teacher will immediately inform the Chair of Governors who will consult with the LADO (Local Authority Designated Officer)
- The school follows the LA procedures for managing allegations against staff.

Whistleblowing

- We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so
- All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues.

8 Physical Intervention

- Our policy on physical intervention by staff is that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to another person
- Staff are Team Teach trained to promote positive handling of pupils
- 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
- Please also see our Physical Intervention Policy

9 Bullying

- Our policy on bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. All incidents are recorded and investigated.

10 Racist Incidents

- Our policy on racist incidents is set out in a separate policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

11 Prevention

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

The school community will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty
- Include in the curriculum opportunities for PSHCE which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

12 Health & Safety

- Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits. Our Health and Safety lead is Mrs S Teasdale.

13 Staff Recruitment

Safer Recruitment

- All interview panels must have at least one person qualified in safer recruitment practices
- The school must obtain an enhanced Disclosure and Barring Service (DBS) check in respect of all people who work directly with children or who are likely to have unsupervised access to them
- Disqualification by association: The requirement to provide the relevant information about a person who lives or works in the same household as them, guards against an individual working with young children who may be under the influence of a person who lives with them and where that person may pose a risk to children i.e. 'by association'. Schools should ask existing employees working in these settings and those who are directly concerned in the management of such provision to provide the relevant information not only about themselves but also about a person who lives or works in the same household as them
- The school must allow only people who have undergone an enhanced DBS check to have unsupervised contact with children on the premises
- The school must keep a central record to demonstrate to Ofsted that the checks have been done, including the number and date of issue of the enhanced DBS Disclosure
- The school must have effective systems in place to ensure that practitioners and others likely to have unsupervised access to the children (including those living or working on the premises) are suitable to do so
- The school must also have regard to any requirements made under the [Safeguarding Vulnerable Groups Act 2006](#).
- In line with the guidance [Keeping Children Safe in Education - September 2016](#), nominated governors have completed Safer Recruitment training.
- In line with guidance, we ensure that a minimum of one of these governors will be involved in the short listing and interviewing process for senior leaders.

School Visitors

Senior Leadership should first be consulted to discuss the invitation of visitors. Office staff will be informed of their arrival. Visitors must arrive with formal identification and report to the office on arrival. At the office, they must explain the purpose of their visit and sign in. They will be given an identification badge and will be taken to their point of contact. The contact is responsible for them throughout their visit and the visitor must not be left unsupervised unless appropriate clearance has been ascertained.

14 Children with Statements of Special Educational Need

- We recognise that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse. All staff that support these pupils will be made aware of the need for vigilance for signs of abuse.

15 Guidance on Concerns

When to be Concerned

- A child has an injury that may not have been accidental;
- A child shows signs of neglect;
- A child shows behaviour that is either:
 1. cause for concern itself i.e. aggressive, withdrawn, depressed
 2. inappropriately sexualised
 3. unusual for this particular child
- A child fails to thrive
- A child discloses abuse or describes something which might be abuse (including sexual abuse)
- You are concerned about a child for some reason that you can't specifically identify.

'If it is not written down it did not happen!'

Recording: What is required

Recording is completed electronically using Safegaard Software. Details recorded:

- Date, time and place the conversation or incident took place
- Who was present
- What was said, what you saw, what you did.
- Use as much direct speech that can be remembered from the child about the actual incident
- Any other information areas i.e.: concerning other siblings, description of any marks or injuries, the child's fears etc
- If you discuss with another person or if there was another witness, state who was also present.

Responding to Disclosure

Do:

- Reassure
- Find a quiet place to talk where you will not be interrupted
- Listen but do not pressurise
- Ascertain the facts who, what, where, when, how?
- Tell the child you will need to involve others to ensure the child's safety in the future. Tell the child who needs to be involved and why
- Talk to someone about your own feelings.

Do Not:

- Promise confidentiality that you cannot keep
- Make false promises or reassurances about what or will not happen
- Interrupt the child to inform others
- Ask leading questions

- Sympathise inappropriately.

How to Make a Referral

Staff should record the concern using the forms available in the Staff Room and speak to one of the Safeguarding Pupils Team (SPT) members about their concerns. If a parent needs to be approached then the SPT will be responsible for this unless discussed previously.

- Gather further information from the child using open-ended questions (have another adult present for this) and record child's responses
- Staff **must not** attempt a detailed examination or remove a child's clothing when suspecting physical abuse
- If a child wants to show injuries, staff **must** always have a colleague to act as a witness
- With the SPT member present, ask the parent/carer about the concern
- The SPT will then decide whether to refer the case to Social Services and inform parents of the referral.

Working in partnership with Parents/Carers

It is important that parents/carers are aware of the school's policy on child protection so that they know the responsibilities that the school has in this area. Our first priority is the child's welfare and therefore there may be occasions when our concern about a child means that we have to consult other agencies even before we contact parents/carers. The school, LA, Newham Local Safeguarding Children Board, have established the procedures we follow.

16 Categories of Child Abuse:

Not all signs of abuse are obvious because of the implications of children from different ethnic backgrounds, those with disabilities (SEN), and those using differing communication techniques.

There is often an overlap between signs of symptoms of different types of abuse.

"Every child has the right to be free from abuse and neglect and to be treated with dignity and respect "

There are 4 categories altogether:

1. Sexual Abuse
2. Physical Abuse
3. Emotional Abuse
4. Neglect

These are recognised for the purposes of the **Child Protection Register**.

Social Services are required to investigate if they have reasonable cause in believing a child in their area is suffering or likely to suffer significant harm. Significant harm must be viewed as part of a continuum of concern. Significant harm includes ill treatment and or impairment of health or development. "Development" covers physical, intellectual, emotional, social and behavioural development.

The Four Areas of Abuse

Physical Abuse

Physical abuse may take many forms: hitting, shaking, throwing, poisoning, burning, or scalding, drowning or suffocating a child.

It may also be caused when a parent or carer feigns the systems of, or deliberately causes, ill health to a child. This unusual and potentially dangerous form of abuse is now described as fabricated or induced illness in a child.

Emotional Abuse

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent effects on the child's emotional development, and may involve:

- Conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- Imposing developmentally inappropriate expectations
- Causing children to feel frightened or in danger - e.g.: witnessing domestic violence
- Exploitation or corruption of children

Some level of emotional abuse is involved in most types of ill treatment, though emotional abuse may occur alone.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening and includes penetrative (i.e.: vaginal or anal rape or buggery) and non penetrative acts.

It may also include non contact activities, such as involving children in looking at, or in the production of pornographic materials, watching sexual activities or encouraging children to behave in sexually inappropriate ways.

Neglect

Neglect involves 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 development

This may involve failure to provide adequate food, shelter or clothing, failure to protect from physical harm or danger or failure to ensure access to appropriate medical care or treatment. It may also include neglect of a child's basic emotional needs.

Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof the abuse has occurred, but must be regarded as indicators of the possibility of significant harm.

- They may justify 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 Social Services
- However, 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/carer
- 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:

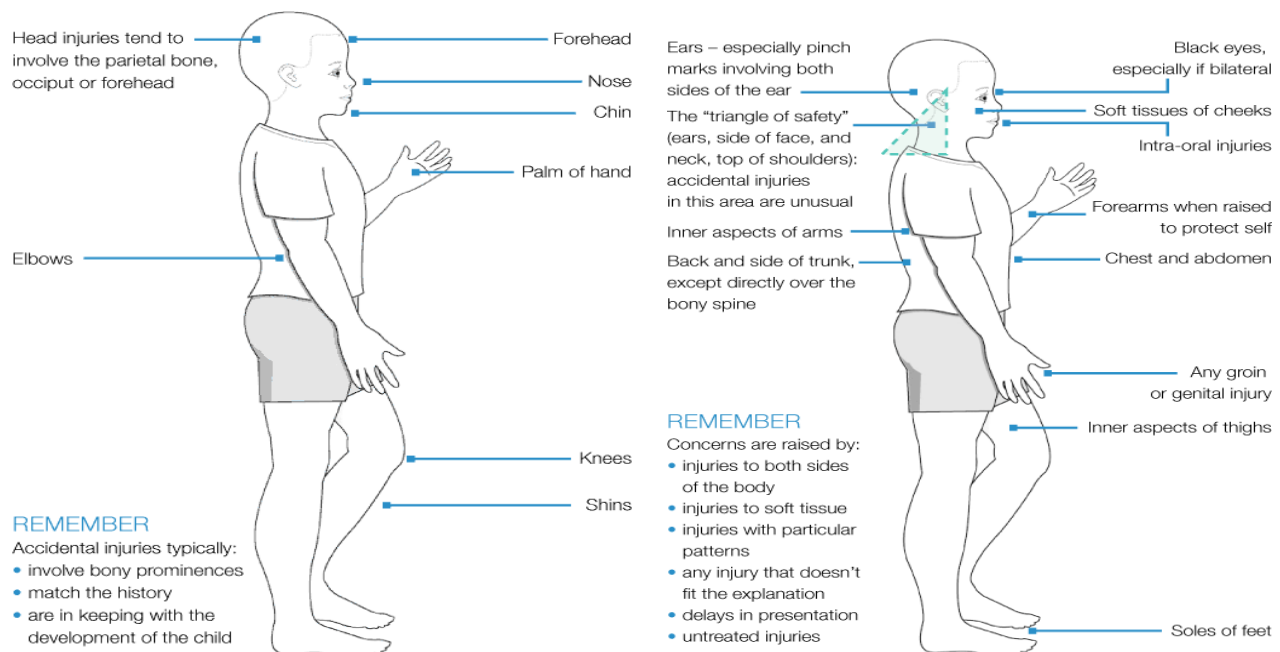
- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic violence

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



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 no attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scapegoat 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

Recognising 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
- 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 for e.g.: 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

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 unresponsive with no apparent medical cause
- Failure of a child to grow within normal expected pattern, with accompanying weight loss
- 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

17 Further Risks in Safeguarding Children and Young People

Female Genital Mutilation

Female Genital Mutilation (FGM): FGM is the partial or total removal of external female genitalia for non-medical reasons. It's also known as female circumcision, cutting or sunna. FGM is most commonly carried out when a girl is 5-8 years old. However it can happen at any age before a girl or woman is married or pregnant. Some girls are babies when FGM is carried out.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Further information can be found via the weblink:

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

Attendance

We are aware that a pupil's unexplained absence from school could mean that they are at risk from harm.

- We will always report an unexplained absence of a child with a Child Protection Plan or a Child in Need to the child's social worker within one day
- We will always seek to clarify the reason for a child's absence from school with the child's parent or carer as soon as is practicable on the first day
- We will always report a continued absence about which we have not been notified by the parent or carer to the Attendance Management Service if we have been unable to confirm the reasons for absence.
- We will always report to the local authority the name of any child who has been newly registered to attend our school but does not arrive on the expected day.
- We will always report to the Attendance Management Service the continued absence of a child known or thought to have been taken overseas if the child does not return to school on the expected return date.

Child Sexual Exploitation (CSE)

CSE of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs,

alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities.

CSE can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources.

Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

Preventing Radicalisation

The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 2015, places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). Schools should be aware of the signs and symptoms of a young person being at risk of becoming radicalised:-

- spending increasing time in the company of other suspected extremists;
- changing their style of dress or personal appearance to accord with the group;
- their day-to-day behaviour becoming increasingly centred around 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 material or symbols associated with an extremist cause
- attempts to recruit others to the group/cause/ideology;
- communications with others that suggest identification with a group/cause/ideology.

The examples above are not exhaustive and vulnerability may manifest itself in other ways.

Further information can be found via the weblink:

<https://www.gov.uk/government/publications/prevent-duty-guidance>

Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) with someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. It is not private fostering if the arrangement was made by social services. Examples of private fostering situations include:

- children and teenagers living apart from their families for a variety of reasons e.g. if a parent is ill, has had to temporarily move for work or there has been an argument within the family
- children with parents working or studying elsewhere in the UK
- children with parents overseas
- children on holiday exchanges.

Internet and mobile phones (E-safety)

The risks to children and young people include:

- Increased exposure to sexually inappropriate content, and the dangers involved with sexting
- Access to sites which may promote harmful behaviours, such as promoting anorexia, demonstrating how to make weapons and explosives or explaining how to take one's own life.
- Being coerced, tricked or forced into sexual conversations, or sexual acts which are filmed and uploaded onto websites
- The potential to be radicalised
- Meeting people who present a risk
- Cyber-bullying and harassment
- Inappropriate photographs taken on mobile phones and distributed freely

Peer on Peer Abuse

There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. However, it may be appropriate to regard a young person's behaviour as abusive if:

- There is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- The perpetrator has repeatedly tried to harm one or more other children; or
- There are concerns about the intention of the alleged perpetrator.

18 Policies

This policy links to other school's policies relating to:

- PSHE
- Health and Safety
- Positive Behaviour
- Attendance
- Sex and Relationships Education
- Drugs
- Confidentiality
- Anti-Bullying
- E-Safety Policy
- Computing policy
- Educational Visits
- Safer Recruitment
- Whistle blowing
- Disciplinary
- Physical Intervention Policy
- Health and Safety Policy
- Staff Handbook
- Photographic images of children - Guidelines for use in school

19 Legislation relating to this policy:

- Children Act 1989, 2004
- Education Act 1996, 2002 (Section 175)
- School Standards and Framework act 1998

20 Manuals kept in school:

- [What to do if you are worried a child is being abused – March 2015](#)
- [Keeping Children Safe in Education – September 2016](#)
- [Use of reasonable force in schools – July 2013](#)

21 Monitoring and Evaluation

This policy will be monitored **annually** by the *Governing Body* and by staff at the school at the start of each new academic year.

An **termly** safeguarding report is given to governors. The Link governor for Safeguarding checks the single central register and meets with the Headteacher or sits in on SPT meetings regularly.

22 Further Information

- Children Act 2004 <http://www.legislation.gov.uk/ukpga/2004/31/contents>
- [Promoting the health and wellbeing of looked-after children – March 2015](#)
- [London Child Protection Procedures and Practice Guidance – 5th Edition 2015](#)
- [Newham Local Safeguarding Children Board](#)

Signed:

Chair of Governors:

Date:

Head Teacher:

Date: