

CALTON PRIMARY SCHOOL Safeguarding Policy



Created: September 2017
Review: September 2018

Calton Primary School, Calton Road, Gloucester GL1 5ET

Contents Page

Introduction	Pages 2 – 3
Safe School, Safe Staff	Pages 3 – 4
Responsibilities	Pages 5
Supporting Children	Page 5 - 6
Confidentiality	Page 6
Children Missing in Education (CME)	Page 6
Supporting Staff	Page 8
Allegations against staff	Pages 8-9
Whistle-blowing	Page 9
Physical Intervention	Page 10
Anti-Bullying	Page 10
Racist Incidents	Page 10
Prevention	Page 11
Health and Safety	Page 11
Monitoring and Evaluation	Page 11
 Appendix one	 Pages 12 – 19
Signs of abuse	
Child exploitation	
Radicalisation and extremism	
 Appendix two	 Pages 20 – 21
Forced Marriage	
Female Genital Mutilation (FGM)	
One chance rule	

Calton Primary School Child Protection and Safeguarding Policy

Governors' Committee Responsible: Behaviour, Safety and Welfare Committee

Governor Lead: Karen Horsley

Designated Child Protection Officers (DCPO): Sarah Bunce (HT), Jane Barker-Doe (DHT), Stella Smithson (FSW)

Next Review Date: Autumn 2017

Introduction

- 1.1 This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications: 'Working Together to Safeguard Children' 2013, Revised Safeguarding Statutory Guidance 2 'Framework for the Assessment of Children in Need and their Families' 2000, 'What to do if You are Worried a Child is Being Abused' 2003. The guidance reflects, 'Keeping Children Safe in Education' 2014.
- 1.2 The Governing Body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.
- 1.3 We recognise that all adults, including temporary staff¹, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.
- 1.4 All staff believe that our school should provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual child.
- 1.5 The aims of this policy are:
 - 1.5.1 To support the child's development in ways that will foster security, confidence and independence.
 - 1.5.2 To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.

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

- 1.5.3 To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse (Reference Appendices 1 and 2).
- 1.5.4 To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.
- 1.5.5 To emphasise the need for good levels of communication between all members of staff.
- 1.5.6 To develop a structured procedure within the school, this will be followed by all members of the school community in cases of suspected abuse.
- 1.5.7 To develop and promote effective working relationships with other agencies, especially the Police and Social Care.
- 1.5.8 To ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory CRB/DBS check (according to guidance)², and a central record is kept for audit.

2. Safe School, Safe Staff

2.1 We will ensure that:

- 2.1.1 All members of the Governing Body understand and fulfil their responsibilities, namely to ensure that:
 - there is a Child Protection Policy together with a Code of Conduct Policy
 - the school operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training
 - the school has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.
 - senior leaders have Lead Designated Child Protection Officer (DCPO) responsibility (HT, DHT, FSW)
 - on appointment, the DCPOs undertake interagency training and also undertake DCPO 'new to role' and an 'update' course every 2 years
 - all other staff have Safeguarding training updated as legislatively expected – this is offered annually
 - any weaknesses in Child Protection are remedied immediately
 - a member of the Governing Body, usually the Chair, is nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Head Teacher

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

- Child Protection policies and procedures are reviewed annually and that the Child Protection and Safeguarding Policy is available on the school website or by other means
 - the Governing Body considers how children may be taught about safeguarding. This may be part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE) and/or for maintained schools through Sex and Relationship Education (SRE).
- 2.1.2 The Lead DCPO, Sarah Bunce, is a member of the Senior Leadership Team. The Deputy Designated Child Protection Officers are Jane Barker-Doe and Stella Smithson. These Officers have undertaken the relevant training, followed by biannual updates.
- 2.1.3 The DCPO's who are involved in recruitment and at least one member of the Governing Body will also complete safer recruitment training (currently on-line on the DfE website) to be renewed every 5 years
- 2.1.4 All members of staff and volunteers are provided with Child Protection awareness information at induction, including in the School Handbook, the school safeguarding statement so that they know who to discuss a concern with.
- 2.1.5 All members of staff are trained in and receive regular updates in e-safety and reporting concerns, at least on an annual basis
- 2.1.6 Child Protection training is undertaken annually, to maintain their understanding of the signs and indicators of abuse.
- 2.1.7 All parents/carers are made aware of the responsibilities of staff members with regard to Child Protection procedures through publication of the school's Child Protection Policy
- 2.1.8 Our Lettings Agreement will seek to ensure the suitability of adults working with children on school site at all times
- 2.1.9 We will ensure that Child Protection concerns or allegations against adults working in the school are referred to the LADO³ (Jane Bee)for advice, and that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS)⁴ for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer.
- 2.2 Our procedures will be regularly reviewed and up-dated.
- 2.3 The name of the designated members of staff for Child Protection, the Designated Child Protection Officers, will be clearly advertised in the entrance foyer of the school
- 2.4 All new members of staff will be made aware of the Child Protection Policy, with the DCPOs' names clearly displayed, as part of their induction into the school.
- 2.5 This policy is available on the school website or by other means. Parents/carers are made aware of this policy and their entitlement to have a copy of it via the website.

³ LADO Local Authority Designated Officer

⁴ Contact the LADO for guidance in any case

Responsibilities

- 3.1 The designated DCPOs are responsible for:
 - 3.1.1 Referring a child if there are concerns about possible abuse, to the *Local Authority*, and acting as a focal point for staff to discuss concerns. Referrals should be made in writing, following a telephone call using the Gloucestershire Safeguarding Children Board (GSCB) document form
 - 3.1.2 Keeping written records of concerns about a child even when there is no need to make an immediate referral.
 - 3.1.3 Ensuring that all such records are kept confidentially and securely and are separate from pupil records, until the child leaves the school. When a child transfers from one school to another, their child protection record (if any) will be forwarded to the new school without delay. Care will be taken to ensure confidentiality is maintained and the transfer process is as safe as possible.
 - 3.1.4 A copy of the child protection file will be kept until confirmation from the receiving school has been received. Once confirmation has been sought, the copy will be shredded.
 - 3.1.5 Liaising with other agencies and professionals.
 - 3.1.6 Ensuring that an appropriate staff member attends case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report which has been shared with the parents.
 - 3.1.7 Ensuring that any pupil currently with a Child Protection Plan who is absent in the educational setting without explanation for two days is referred to their key worker's Social Care Team.
 - 3.1.8 Organising Child Protection induction, and update training every year, for all school staff.
 - 3.1.9 The Governing Body through the appropriate Governing Body committee will be kept up to date, detailing any changes to the policy and procedures; training undertaken by the DCPO, and by all staff and governors; number and type of incidents/cases, and number of children on the Child Protection register (anonymised).

Supporting Children

- 4.1 We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.
- 4.2. We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- 4.3. We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- 4.4. Our school will support all children by:
 - 4.4.1 Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.

- 4.4.2 Promoting a caring, safe and positive environment within the school.
- 4.4.3 Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- 4.4.4 Notifying Social Care as soon as there is a significant concern.
- 4.4.5 Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority.

Confidentiality

- 5.1 We recognise that all matters relating to Child Protection are confidential.
- 5.2 The Head Teacher or DCPOs will disclose any information about a child to other members of staff on a need to know basis only.
- 5.3 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 5.4 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- 5.5 We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with *Gloucestershire Local Authority* on this point.

Child Missing in Education (CME)

- 6.0 All children, regardless of their circumstances, are entitled to an efficient, full time education which is suitable to their age, ability, aptitude and any special educational needs they may have.
- 6.1 Children Missing in Education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children Missing in Education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life.
- 6.2 Effective sharing between parents, schools and Local Authorities is critical in ensuring that all children of compulsory school age are safe and receiving suitable education. The Local Authority should focus their resources effectively in intervening early in the lives of vulnerable children to help prevent poor outcomes.
- 6.3 The Local Authority has a duty under section 43A of the Education Act 1996 to make arrangements to establish the identities of children who are not registered pupils at a school and are not receiving a suitable education otherwise.⁵
- 6.4 Parents have a duty to ensure that their children of compulsory school age are receiving suitable full time education. Some parents may elect to educate their

⁵ A child reaches compulsory school age on or after their fifth birthday. If they turn 5 between 1 January and 31 March, then they are of compulsory school age on 31 March; if they turn 5 between 1 April and 31 August, then they are of compulsory school age on 31 August. If they turn 5 between 1 September and 31 December, then they are of compulsory school age on 31 December. A child continues to be of compulsory school age until the last Friday of June in the school year that they reach sixteen.

children at home⁶ and may withdraw from school at any time to do so.

- 6.5 Where a parent notifies the school in writing that they are home educating, the school must delete the child's name from the admission register and inform the Local Authority. However, where parents orally indicate that they intend to withdraw their child to be home educated, the school will notify the Local Authority at the earliest opportunity.

7.0

- 7.1 We will enter a child onto our SIMs system when they arrive at our school. If a child fails to attend on the agreed or notified day, we will undertake reasonable enquiries to establish the child's whereabouts and consider notifying the Local Authority at the earliest opportunity.
- 7.2 We will monitor children's attendance through our twice daily register. We will agree with the Local Authority the intervals at which we will inform the details of the children who fail to attend regularly, or who have missed 10 school days or more without permission⁷. On a daily basis we will continue to make contact with the parent. We will monitor attendance closely and address poor or irregular attendance.
- 7.3 Where a child has not returned to school for ten days after an authorised absence⁸ or is absent from school without authorisation for twenty consecutive school days⁹, the child can be removed from the admission register. At this point we would have made contact with the Local Authority.
- 7.4 Where a child has been excluded; we will provide work up to and including the first five days. On the sixth day of exclusion we will arrange full time education. This information can be found in the [Exclusion from maintained schools, academies and pupil referral units in England](#) statutory guidance.
- 7.5 We have a safeguarding duty to investigate any unexplained absences. Further information can be found in the [keeping children safe in education](#) statutory guidance.
- 7.6 The school's SIMs is accurate and kept up to date. We regularly encourage parents to inform us of any changes whenever they occur, through using existing communication channels. This will assist the school and the Local Authority when making enquiries to locate children missing education.
- 7.7 Where a parent notifies the school that their child will live at another address, we will record this on our SIMs system¹⁰:
- The full name of the parent with whom the child will live
 - The new address; and
 - The date from when it is expected the child will live at this address.
- 7.8 Where a parent of a child notifies the school that their child is registered at another school or will be attending a different school in future, we will record this in the admission register.
- 7.9 Where there is evidence to suggest that a child has moved to a different Local Authority, school contact will be made. The Local Authority should maintain a record of the child's details until they are located or attain school leaving age. When the whereabouts of a child is unclear or unknown, on the first day of absence we will:
- Make contact with the parent, relatives and neighbours using known

⁶ See 'Elective home education: guidelines for local authorities'

www.gov.uk/government/uploads/system/uploads/attachment_data/file/288135/guidelines_for_las_on_elective_home_educationsecondrevisedv2_0.pdf

⁷ Or because of illness, unavoidable cause, religious holidays, or the LA failure to make the required transport arrangements

⁸ Under regulation 8(1), paragraph (f) (iii) of the Education (Pupil Registration) (England) Regulations 2006

⁹ Under regulation 8(1), paragraph (f) (iii) of the Education (Pupil Registration) (England) Regulations 2006

¹⁰ Where we can reasonably obtain this information

- contact details
- Contact the Local Authority and school from which the child moved originally, if known
- Check with agencies known to be involved with the family
- Check Key to Success or school2school systems
- Home visit

This list is not exhaustive or prescriptive. We will treat each case on its individual merits and use this judgement, ensuring that all facts are taken into consideration.

8.0

8.1 There are many circumstances where a child may become missing from education.

- A. Pupils at risk of harm/neglect
- B. Children of Gypsy, Roma and Traveller (GRT) families. Research¹¹ has shown that many children from these families can become disengaged from education.
- C. Children of Service Personnel
- D. Missing children and runaways¹²
- E. Children and young people supervised by the Youth Justice System
- F. Children who cease to attend a school – there are many reasons a child stops attending a school. It could be because the parent chooses to home educate their child.
- G. Children of new migrant families.

Further information can be found at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf

And <http://www.gloucestershire.gov.uk/schoolsnet/children-missing-education>

Supporting Staff

9.1 We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

9.2 We will support such staff by providing an opportunity to talk through their anxieties with the DCPOs and to seek further support as appropriate.

Allegations against staff

10.1 All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

¹¹ Wilkin, A et al (2010) improving the outcomes for Gypsy, Roma and Traveller pupils: final report

¹² See <https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care>

- 10.2 All Staff should be aware of **LOCAL** Guidance on Behaviour Issues, and the school's own code of conduct.
- 10.3 Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction¹³
- 10.4 We understand that a pupil or adult may make an allegation against a member of staff.
- 10.5 If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Head Teacher¹⁴.
- 10.6 The Head Teacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO)
- 10.7 If the allegation made to a member of staff concerns the Head Teacher, the person receiving the allegation will immediately inform the Chair of Governors without notifying the Head Teacher first.
- 10.8 The school will follow the **LOCAL** procedures for managing allegations against staff. Under no circumstances will we send a child home, pending such an investigation, unless this advice is given exceptionally, as a result of a consultation with the LADO.
- 10.9 Suspension of the member of staff, excluding the Head Teacher, against whom an allegation has been made, needs careful consideration, and the Head Teacher will seek the advice of the LADO.
- 10.10 In the event of an allegation against the Head Teacher, the decision to suspend will be made by the Chair of Governors in conjunction with the LADO

Whistle-blowing

- 11.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- 11.2 All staff should be aware of their duty to raise concerns, where they exist, about the management of Child Protection, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the school, they should speak in the first instance, to the Area Education Officer/LADO following the Whistleblowing Policy.
- 11.3 Whistle-blowing re the Head Teacher should be made to the Chair of the Governing Body whose contact details are readily available to staff (as pertinent to setting).

¹³ Refer to school handbook and "Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings" available on the DfE website

¹⁴ or Chair of Governors in the event of an allegation against the Head Teacher

Physical Intervention

- 12.1 We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.
- 12.2 Such events should be recorded and signed by a witness.
- 12.3 Staff who are likely to need to use physical intervention will be appropriately trained in the *Team Teach* technique.
- 12.4 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.
- 12.5 We recognise that touch is appropriate in the context of working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundary.¹⁵

Anti-Bullying

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

Racist Incidents

- 11.1 Our policy on racist incidents is set out separately, and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under Child Protection procedures. We keep a record of racist incidents. The incidence of these are reported to the Behaviour, Safety and Welfare committee (BSW)

¹⁵ Guidance on Safer Working Practices is available on the DfE website

Prevention

- 12.1 We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.
- 12.2 The school community will therefore:
 - 12.2.1 Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
 - 12.2.2 Include regular consultation with children e.g. through pupil questionnaires, participation in anti-bullying week, asking children to report whether they have had happy/sad lunchtimes/playtimes.
 - 12.2.3 Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
 - 12.2.4 Include safeguarding across the curriculum, including SRE and PSHE opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, e-safety, road safety and cycle training. Also focus work in Year 6 to prepare for transition to Secondary School and more personal safety/independent travel.
 - 12.2.5 Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

Health & Safety

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

Monitoring and Evaluation

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

- Governing Body visits to the school
- Three times a year 'Team Around the Child' meeting (TAC).
- SLT 'drop ins' and discussions with children and staff
- Pupil surveys and questionnaires
- Scrutiny of Attendance data
- Scrutiny of GB minutes
- Logs of bullying/racist/behaviour incidents for SLT and GB to monitor
- Review of parental concerns and parent questionnaires
- Review of the use of Nurture Room, pastoral staff and lunchtime provision

Appendix one

Recognising signs of child abuse

Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse
- Neglect
- Peer on Peer abuse
- Sexting

Signs of Abuse in Children:

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

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

Risk Indicators

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

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

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

In an abusive relationship the child may:

- Appear frightened of the parent/s and/or other adults
- 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)

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 be misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

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

Recognising Physical Abuse

The following are often regarded as indicators of concern:

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

This list is not exhaustive

Bruising

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

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding

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

This list is not exhaustive

Bite Marks

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

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

Burns and Scalds

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

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

This list is not exhaustive

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

Fractures

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

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

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

This list is not exhaustive

Scars

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

Recognising Emotional Abuse

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

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

The following may be indicators of emotional abuse:

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

This list is not exhaustive

Recognising Signs of Sexual Abuse

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

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

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age

- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self mutilation and suicide attempts
- Involvement in prostitution
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

This list is not exhaustive

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

This list is not exhaustive

Sexual Abuse by Young People

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

Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. it may also be that the behaviour is "acting out" which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

Child Sexual Exploitation

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

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

This list is not exhaustive

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 irresponsive with no apparent medical cause
- Failure of 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

This list is not exhaustive

Recognising Peer on Peer abuse

Peer on Peer abuse is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Staff should recognise that children are capable of abusing their peers. As a school we will challenge any form of derogatory and sexualised language or behaviour. Staff should be vigilant to sexualised/aggressive touching/grabbing particularly towards girls. Behaviours by children should never be passed off as 'banter' or 'part of growing up'.

However, any concerns must be referred to the DCPO particularly if:

- There is a large difference in power (e.g. age, size. Ability, development) between the child 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.

If the evidence suggest that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

Recognising radicalisation and extremism

Schools have an important part to play in both educating children and young people about extremism and recognising when pupils start to become radicalised. In July 2015, new statutory duties were placed on schools by the Counter Terrorism and Security Act (2015) which means they must work to prevent children being drawn into extremism.

Safeguarding children from all risks of harm is an important part of a school's work and protecting them from extremism is one aspect of that.

Extremism is defined in the 2011 'Prevent Strategy' as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

British Values are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

It is the role of the Governing Body to ensure that the school meets its statutory duties with regard to preventing radicalisation.

Assessment

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

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

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

The Head Teacher will:

- ensure that the school and its staff respond to preventing radicalisation on a day-to-day basis,
- ensure that the school's curriculum addresses the issues involved in radicalisation
- ensure that staff conduct is consistent with preventing radicalisation

The DSL will:

- ensure that staff understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns
- receive safeguarding concerns about children and young people who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation
- make referrals to appropriate agencies with regard to concerns about radicalisation
- liaise with partners, including the Local Authority and the police
- report to the Governing Body on these matters

Curriculum

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. We encourage our pupils to be inquisitive learners who are open to new experiences and are tolerant of others.

Appendix two

Forced Marriage (FM)

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. If we are aware of a forced Marriage we would follow the [Multi-agency statutory guidance for dealing with forced marriage](#)

Female Genital Mutilation (FGM)

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

What is FGM?

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

4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation - entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

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

Is FGM legal?

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

Circumstances and occurrences that may point to FGM happening

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

Signs that may indicate a child has undergone FGM:

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

The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. As a school we would take action without delay following the [Multi-agency statutory guidance for dealing with forced marriage](#)

