



**MONTBELLE**  
PRIMARY SCHOOL

## Safeguarding Policy

<b>Designated Child protection Officer:</b>	Rachel Waite
<b>Deputy Designated Child Protection Officers:</b>	Elsbeth Geden, Sarah Stewart, Simon Kinsella
<b>Designated Child protection Governor:</b>	Irene Morley

Reviewed policy agreed by GB on :	Autumn 2015
Reviewed policy shared with staff on:	Autumn 2015
Policy to be reviewed again on:	Autumn 2016
Committee responsible for review:	Learning and Achievement

## Introduction

At Montbelle School, the governors, staff and volunteers fully recognise the contribution the school makes to safeguarding children. We recognise that the safety and protection of all our pupils and their families are of paramount importance and that all staff, including volunteers, have a full and active part to play in protecting pupils from harm. Safeguarding is the responsibility of all staff who come into contact with children and their families. We believe that the school should provide a caring, positive, safe and stimulating environment which promotes all pupils' social, physical, emotional and moral development. We take time to embed the aims of both Stonewall and Rights Respecting School throughout teaching to help create this environment and ensure that pupil voice is at the heart of all we do.

Ultimately, effective safeguarding of children can only be achieved by putting children at the centre of the system, and by every individual and agency playing their full part, working together to meet the needs of our most vulnerable children in line with: Working Together 2013 and Keeping Children Safe in Education 2014 and the duty of schools in respect of the Home Office PREVENT Strategy 2015.

The policy aims to:

- raise the awareness of all staff of the importance of child protection and their responsibilities for identifying and reporting actual or suspected abuse
- ensure that pupils, staff and parents are aware that the school takes child protection seriously and will follow appropriate procedures for identifying and reporting abuse and for dealing with allegations against staff
- clarify the expectations made of staff in respect of their relationships with and management of children within the school
- confirm the structured procedures to be followed by all members of the school community in cases of suspected harm or abuse
- emphasise the need for good levels of communication between all members of staff and those with designated responsibility for child protection, health and safety and other safeguarding responsibilities
- emphasise the appropriate safeguarding and child protection policies, procedures and arrangements of those service providers who use the school's premises through extended schools or provide any other before and after school activities
- emphasise the links with the school's policy for safe recruitment of staff and volunteers, and for managing allegations
- confirm that pupil's development is supported in ways that will foster security, confidence and independence
- confirm the working relationship between the Initial Contact Team within the Royal Borough of Greenwich Safeguarding, the Local Authority Designated Officer (LADO) and where appropriate with similar services in neighbouring authorities

We understand that all schools are required by law to have a policy on safeguarding and to make this policy known to parents. Parents can access this policy on our school web site, or request a paper copy from the school office. Child protection work is a statutory duty for education staff and all staff have a duty to safeguard and promote the welfare of children. We also recognise that the school has a statutory duty to work with other agencies in protecting children from harm and responding to abuse. In addition to statutory duties we acknowledge that the school has pastoral responsibility towards all its pupils.

## Basic Principles

We believe that:

- all children have a fundamental right to be protected from harm and to receive the care, education and services necessary for them to develop to their full potential in all aspects of their health and development
- children cannot learn effectively unless they feel secure and that the development and maintenance of appropriate, sensitive relationships are essential in bringing this about
- all children have the right to be valued as an individual and to be treated with dignity and respect
- all staff are responsible for interacting with children in ways which accord with these rights and which safeguard both the children and themselves
- children are an essential part of their own protection and it is important to help children understand what is and is not acceptable behavior and how to communicate their concerns
- school should be a listening and caring community, an open and accepting place where staff are prepared to listen to worries and fears and to follow up on what is said
- the prime concern at all stages must be the safety and welfare of the child. Where there is a conflict of interest between the child and the parent, the interests of the child must be paramount
- children who have been harmed or abused need the same care and sensitivity regardless of whether they have been abused by a parent, carer or stranger
- confidentiality must be respected at all times – children, parents and staff are all entitled to know that these responsibilities will be dealt with in the strictest confidence
- information will only be shared on a strict need to know basis
- staff have a responsibility to deal with bullying & inappropriate behaviour promptly and to report concerns to the designated child protection officer
- parents must help their children to behave in non-abusive ways which are respectful of both adults and other children. Child protection procedures will be followed where there is a reported allegation of any of the following forms of abuse – neglect; physical injury; sexual abuse; emotional abuse. Concerns and allegations in respect of FGM and Radicalisation will also be followed in line with Child Protection procedures.

(see appendix 1 for definitions of each area).

## Early Help

Staff, across the school, are confident to identify children who may benefit from early help, allowing them to be supported as soon as a problem emerges in a child's life. Initial concerns are raised with the Designated Lead Teacher to discuss any early help requirements the child and/or family may need, the sharing of information with other professionals to support early identification and assessment or acting as the lead in undertaking an early help assessment. This could also include access to in school support for example Child and Family Engagement Support Worker, Counsellor, the signposting of particular groups/support around the Local Authority, or a referral to social services if the situation does not appear to be improving.

## Roles and Responsibilities

All adults have a duty to protect children. Staff are expected to provide a safe and caring environment in which children can develop the confidence to voice ideas, feelings, opinions, concerns and worries; where they are listened to, believed and feel supported. Staff are expected to treat children with respect within a framework of agreed and understood boundaries. Due to the day to day contact with individual children, staff are in particularly well placed to observe changes in behaviour, failure to develop and any signs of harm, neglect or abuse (possible signs and indicators of abuse are listed in appendix 2).

## Training

All staff who are responsible for the safeguarding of children receive training on an annual basis, led by the school staff and, every 3 years, by an external provider. Staff are made aware of any relevant updates that occur during the year through the staff briefing on a Friday morning or during Phase Briefing on a Monday.

## Responsibilities

i. The Governing Body has trained link governor for:

- Child Protection Irene Morley
- Looked After Children Irene Morley

**The Governing Body** will ensure that:

- the nominated child protection governor liaises with the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the headteacher
- they monitor the child's protection policy, staff behaviour policy and check that all procedures are in place. The safeguarding policy and practice must complement other school policies e.g. anti bullying including homophobic language, cyber bullying, health and safety and be in line with guidance stipulated by the Royal Borough of Greenwich and Government legislation. These policies must be available to parents on request.
- Montbelle works within a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse children (Part three: Safer Recruitment. Keeping Children Safe in Education 2014). Appropriate staff and volunteer checks are carried out and procedures are in place for dealing with allegations against staff and volunteers that all comply with the Royal Borough of Greenwich Safeguarding Board's guidelines.
- one member of an appointing panel will have attended safer recruitment training
- ensure a member of staff of the school or college's leadership team to the role of designated safeguarding lead
- must ensure that the school's DBS check is monitoring on a half termly basis and that checks follow current guidance set out by the government
- they monitor the adequacy of resources committed to child protection, and the staff and governor training profile
- they recognise that neither it, nor individual governors, have a role in dealing with individual cases or a right to know details of cases (except when exercising their disciplinary functions in respect of allegations against staff)

ii. **The Head Teacher** will ensure that:

- the policies and procedures adopted by the Governing Body are followed by all staff

- the policy will be updated annually, and be available publicly either via the school or college website or by other means.
- sufficient resources and time are allocated to enable the designated persons and other staff to discharge their responsibilities including taking part in strategy discussions and other multi-agency meetings, to contribute to the assessment and support of children and young people, and be appropriately trained
- a list of all staff and volunteers, and their safeguarding training dates is maintained
- all staff and volunteers feel able to raise their concerns about poor and unsafe practice in regard of pupils, and such concerns are addressed in a timely manner in accordance with agreed policies.
- he/she undergoes child protection training which is updated regularly, in line with advice from the LSCB
- designated staff review termly the safeguarding procedures in school and feedback to the governing body

### **Allegations against the Headteacher**

Where an allegation is made against the Headteacher, the Designated Person for Child Protection must inform the Chair of the Governing Body, as well as the Local Authority Designated Officer (LADO).

- The role of the Named Governor for Child Protection shall include
  - Monitoring of procedures relating to liaison with the LADO, Social Care and the Police in relation to any allegations of child abuse made against the Headteacher, including attendance at Initial Action Meetings.

### **iii. The trained designated safeguarding leads (headteacher/senior managers) for child protection:**

One DSL will always be available, during term time, to staff. Information regarding DSLs, including photographs of key members of staff, are displayed in school.

- 1 Rachel Waite (Headteacher)
- 2 Elspeth Geden (Deputy Headteacher)
- 3 Sarah Stewart (Assistant Headteacher)
- 4 Simon Kinsella (Assistant Headteacher)

#### **will:**

- have their roles explicitly defined in their job descriptions
- are given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively
- undergo updated child protection training every three years and Safer Recruitment training every five years
- will be updated regularly to keep up to date with developments relevant to the role including e-bulletins, meeting DSLs or reading about recent safeguarding developments
- liaise with RBG when referring a pupil where there are concerns about possible abuse or harm
- contact the Local Authority Designated Officer (LADO) where there are concerns about a member of staff being involved
- ensure all staff, including supply teachers, visiting professionals working with pupils in the school and volunteers are informed of the names and contact details of the designated leads and the school's procedures for safeguarding children
- support staff who attend strategy meetings and/or case conferences
- support staff and volunteers who may find safeguarding issues upsetting or stressful by enabling them to talk through their anxieties and to seek further support from the school leadership group or others as appropriate
- ensure involvement of other designated leads e.g. where there are concerns about a pupil who is 'looked after'
- seek advice via consultation with the MASH team in order where necessary to determine appropriate responses

### ensure that:

- written records of concerns are kept, even if there is no immediate need for referral; and monitored using the Early Help Assessment Framework (EHAF)
- all child protection records are marked as such and kept securely locked, and if these are stored electronically, that they are differently password protected from the pupils' other files, and accessible only by the headteacher/designated leads
- pupil records are kept separately, and marked as appropriate to indicate other confidential records are being held elsewhere
- all absence letters are dated and clearly signed by a teacher/tutor, and that if: there are concerns about attendance and a pupil's wellbeing and safety, the Education Welfare Officer is contacted. If the pupil has a Child Protection Plan, and is absent without explanation for two days, their key worker in Safeguarding is contacted.
- phone calls about absences are similarly logged and dated
- records are monitored for patterns and appropriate action is taken
- where there are existing concerns about a pupil, and they transfer to another school in this authority, a copy of information held e.g. an **EHAF** is forwarded under confidential cover and separate from the pupil's main file to the designated lead for child protection in the receiving school
  
- where a pupil has a **child protection plan** and transfers to another school;
  - the designated lead in Safeguarding is informed immediately
  - ensure their child protection file is copied for any new school or college as soon as possible but transferred separately from the main pupil file
  - or to the Social/Children's Services within the new authority if the pupil is transferring to a school in another authority as soon as possible

### Responsibilities of designated persons

The designated teacher is responsible for:

- having good, up-to-date knowledge of child protection issues, signs & symptoms and procedures
- the provision of advice and support to staff
- receiving all reports/information regarding concerns, suspected abuse/neglect or sustainable allegations, referring concerns to the appropriate agencies in accordance with the London Child Protection Guidelines (A copy of this is kept in the HT office)
- co-ordinating action within the school and liaison with all relevant agencies
- gaining information about how, when and by whom parents and pupils will be told that a referral has been made
- attending, with other staff as necessary, strategy meetings and case conferences
- informing staff involved as to the outcome of their concerns and any action to be taken
- reminding staff about the confidentiality of information
- seeking advice/support from social services, NSPCC, LEA child protection co-ordinator or ESW where there are general concerns about a child or where there is uncertainty as to whether a formal referral should be made
- maintaining confidential, accurate and secure child protection records/files
- maintaining a register of children on the child protection register and/or causing concern
- monitoring attendance and development of children who are on the child protection register or are a cause for concern and ensuring information is passed on when children change schools
- organising and attending relevant training courses for the designated teacher, all school staff and governors
- drawing up, reviewing & disseminating the child protection policy to staff, governors, parents and support staff (therapists etc)
- the induction of new staff in respect of child protection procedures and supporting staff involved in child protection referrals
- preparing termly reports about child protection for the governing body as part of the confidential section of the HT report
- reporting to the appropriate bodies any members of staff who, following an enquiry, it concludes would be

unsuitable to work with children The designated governor is responsible for:

- being aware of all issues and procedures associated with child protection
- investigating any allegations made against the Headteacher/designated teacher
- receiving and responding to complaints about child protection issues from parents or staff

### **The staff**

- All staff, teaching and non-teaching, volunteers and others working in school need to:
  - be aware that to safeguard children, they have a duty<sup>1</sup> to share information with the designated leads, and through the designated lead, with other agencies
  - Can make their own referral to children's social care
  - be alert to signs and symptoms of harm and abuse
  - know how to respond to their duty when they have concerns or when a pupil discloses to them and to act
  - know what and how to record concerns.
  - all staff members should undergo child protection training which is updated regularly, in line with advice from the SSCB. (*Whole staff training every three years*)
  - maintain an attitude of 'it could happen here'

### **Procedures**

#### **General Concerns**

If you are concerned about a child or have reasons to be concerned about a child, tell someone immediately (one of the designated teachers). If someone talks to you about their concerns – listen, offer support and suggest they pass the information on to the designated teacher. All staff must ensure they maintain an appropriate level of confidentiality whilst at the same time liaise with relevant professionals such as the DSL. Staff should never promise a child that they will not tell anyone about an allegation and this may not be in the best interests of the child.

If a child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately. If a member of staff rings social care, they must inform the designated lead as soon as possible.

Should any member of staff have cause, either directly through observation of marks/bruises, changes in behaviour, disclosure by a child etc., or indirectly through information from a third party, to suspect that a child is experiencing abuse of any kind (or is at risk of such), including Radicalisation or FGM, they should immediately inform the designated teacher giving details of:

- injury or concerns
- how the injury or concerns were observed or arrived at and by whom
- relevant contextual information and/or explanations given by staff/parents/ (verbally or written) any other relevant information

This action should be taken even if the cause for concern is slight – it is better to be wrong than not to have acted.

Staff reporting concerns must keep clear factual notes – not opinion – which should be written on the school's red incident form and given to the designated person. These notes and discussions are confidential and must not be openly shared with other members of staff, parents etc.

Once concerns have been raised, the designated teacher will gather relevant information and decide on the most appropriate course of action. Staff directly involved will be kept informed of all decisions and action taken and other staff may be informed on a strictly need to know basis. Staff must have regard to issues of confidentiality at all times.

#### **Record Keeping**

It is essential that school keeps clear records based on observation and evidence, which separate fact, allegation, hearsay, opinion or unsubstantiated evidence and which clearly indicate decisions and actions taken.

Child protection information will be kept in separate files by the designated teacher and will only be discussed with staff on a need to know basis. Staff need to know when a child is at risk and what plan has been decided by case conference, but may not need to know all the confidential details.

All records, notes and observations made by class staff as part of ongoing monitoring of children on the child protection register or causing concern, must be completed on the red concern form and immediately handed to a DCPO (Designated Child Protection Officer). All child protection conference minutes must be stored in the confidential files kept by the designated teacher.

### **Initial Concerns**

Initial concerns, incidents or disclosure by a child must be reported to the designated teacher using the incident form. A copy of the form is attached, together with outline drawings of bodies which should be used to record injuries/marks/bruises. Copies of these forms are available in the Office or from the HT.

Please ensure that the following information is recorded:

- time, date, place and people who were present
- exact details of what was said by the child and/or others (no interpretation or opinion)
- the child's emotional or physical condition
- details of the behaviour(s) causing concern and the context in which it occurred ~ Details of injuries, marks or bruises - the position of these must be marked on the appropriate body drawing and suitably annotated to provide further detail (number, length of marks, description of marks, colour of marks/bruises etc)
- other details which you feel are relevant - including information about previous incidents which may not have been reported but now seem relevant

### **Ongoing Concerns/Monitoring**

Staff in regular contact with a child may be required to keep a record noting information about particular aspects of a child's behaviour, physical and/or emotional condition or remarks they may make - either because concerns are ongoing or as part of a child protection plan.

#### *Referrals*

The designated teacher must keep detailed, contemporaneous notes of:

- discussions with staff
- discussions with the child
- discussion with parents
- information provided to social services
- decisions taken (with times, dates and signed)

The designated teacher will confirm verbal and telephone referrals to social services in writing within 48 hours of the referral.

### **Attendance and Punctuality**

At Montbelle, we monitor every child's attendance and punctuality and will arrange to meet, with support from the LA, with any parent who falls below the school's target. We will also monitor pupils' irregular attendance and refer any concerns to our AWA.

*Schools also have a safeguarding duty under section 175 of the Education Act 2002 in respect of their pupils, and as part of this should investigate any unexplained absences.*

### **Children Missing In Education**

At Montbelle we monitor pupils' attendance through a daily register. Attendance is tracked daily and monitored by monthly visits from the AWA (Attendance and Welfare Officer). If a child is missing for more than 10 school days,

without permission, the school will notify the local authority.

### **Reports for Child Protection Conferences/Core Group Meetings**

Reports for child protection conferences or core group meetings must be written on the agreed proforma (Appendix 4). They should focus on the child's educational progress and achievements, attendance, behaviour, participation, relationships with other children and staff and, where appropriate, their appearance and concerns.

They should provide clear factual information. Staff should be aware that these reports will be made available to parents at the child protection conference.

### **Appointment of staff**

The governors will, when appointing staff, take account of the guidance issued by the DfE (Keeping Children Safe in Education 2014) and LA Personnel Department and observe the following guidelines:

- documentation sent out to potential candidates will make it clear that child protection is a high priority of the school and that rigorous checks will be made of any candidate before appointments are confirmed
- all references will be taken up and verified by telephoning referees
- at interview all candidates will be asked to account for any gaps in their career/employment history
- CRB, identity and academic qualification checks via the GTC will be undertaken

### **Allegations against staff**

The policy and procedures for dealing with such allegations are set out in the London Child Protection Procedures and DfES circular 10/95 – copies of which are in the Headteacher's office for reference.

Should you see something happening to a child in school that you feel concerned about, or that you feel may constitute abuse, please report it immediately to the designated teacher - unless the designated teacher is the person about whom the concern/allegation is being made. In this situation, staff should talk to either the Headteacher or the Chair of Governors.

Where the concern is about poor practice, the Headteacher will investigate, following which a decision will be made as to the most appropriate course of action. If as a result of the investigation the matter is referred under child protection procedures, disciplinary procedures may be followed but will not take place until the child protection process has been completed. Investigations will normally be completed within 10 working days.

The member of staff reporting the concern will receive feedback on the action taken. If the member of staff is not satisfied with the investigation or action taken by the Headteacher, they should raise their concerns with the Chair of Governors who will follow up the concerns in accordance with the complaints policy.

Where the investigation leads to formal proceedings, the reporting person will be involved as the person who first heard or raised the allegation and will receive advice and support throughout the process of investigation and any subsequent action.

### **Resources and Training**

Montbelle recognise the importance of staff training in child protection issues and in staff attending case conferences and are committed to providing resources to enable this to take place. Training includes forms of abuse, FGM, prevent, radicalisation, honour based violence and disguised compliance. We are also committed to the provision of a curriculum that includes the teaching of skills and abilities that will help children develop and maintain their personal safety. This is delivered through the values of Stonewall, Rights Respecting Schools and our PSHE/SRE teaching.

*Details of the staff training programme are attached at appendix 5*

## Prevention and Support

We aim to keep both children and staff safe by ensuring that:

- all staff are aware of the possible risks and know how to handle concerns relating to child abuse
- all staff and volunteers are subject to formal vetting procedures
- volunteers and students on placement are supervised by members of staff and are not left on their own with pupils
- staff adhere to the guidelines on relationships, expectations and behaviour management set out in the appendices and other relevant school policies
- the school curriculum includes the development of skills and abilities that will aid children in keeping safe
- parents must always be informed by telephone and letter of any injury sustained by their child at school
- all accidents and injuries are recorded on a school accident slip kept in the school office

## Prevention in the Curriculum

- The key principles of Stonewall and Rights Respecting Schools are embedded throughout our curriculum. The school recognises the importance of developing pupils' awareness of behaviour that is unacceptable towards them and others, and how they can help keep themselves and others safe.
- The PSHE programme in each key stage provides personal development opportunities for pupils to learn about keeping safe and who to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle, pupils are taught to, for example:
  1. safely explore their own and others' attitudes
  2. recognise and manage risks in different situations and how to behave responsibly
  3. judge what kind of physical contact is acceptable and unacceptable
  4. recognise when pressure from others (including people they know) threatens their personal safety and well-being and develop effective ways of resisting pressure; including knowing when and where to get help (including possible sources of radicalisation)
  5. use assertiveness techniques to resist unhelpful pressure.
  6. Internet Safety

## Arrangements for children being collected from school

We recognise that our duty to safeguarding our young children covers our end of day arrangements. We expect that children will be collected by a parent, relative or responsible adult at the end of the school day; we do not allow children under the age of 16 to collect a younger child from school.

We do recognise that parents have the right to make arrangements for their child to walk home unaccompanied when the parent feels they have reached an appropriate age to do so safely (in the event that the school considers there are safeguarding implications attached to this decision, they have a statutory duty to raise these. This will be done with the parent in the first instance.)

When parents wish to give permission for their child to walk home unaccompanied, they will be asked to complete, sign and date a consent form (Appendix 6); the school will not accept email permission. Once received, the signed consent will be shared with appropriate staff, stored in the class folder, and the named child will be allowed to leave the school premises *at the end of a school day* (3.30pm) without an adult present. This consent will not:

- Allow children to leave school unaccompanied at any time other than the end of the school day, e.g. if unwell, attending an appointment or for any other reason;
- Allow children to leave after school clubs/ Alpha Club unaccompanied;
- Allow the school, after school clubs or Alpha Club to place a child in a taxi without a known adult being present and accompanying the child.

The school will address any other circumstances, in line with this safeguarding policy. If the school has concerns, at any point, that the arrangements in place constitute a safeguarding concern, the school reserves the right to withdraw parental permission and put in place the necessary arrangements to ensure the safety of the child. The consent form is available from the school office.

These arrangements will be reviewed in September 2016, or sooner if a need to do so is identified.

## **Complaints**

Parents should direct concerns or complaints about the behaviour of staff to the Headteacher in the first instance.

If the complaint is about the Headteacher, parents should initially talk to the alternate designated teacher (Deputy Head) and then to the Chair of Governors. Both the deputy and the Chair will then discuss the complaint with the clerk to governors.

If parents, or staff, are not satisfied with the school's response to complaints about child protection issues, they should contact the designated lead officer for child protection within the LA.

For further information go to: [www.greenwichsafeguardingchildren.org.uk](http://www.greenwichsafeguardingchildren.org.uk)

### *Related Policies*

- Health and Safety
- E Safety
- Sex and Relationships
- Attendance
- Safer Recruitment
- Whistle Blowing
- Behaviour, Positive Handling
- Complaints

## Appendix 1

**Definitions of child abuse** 'Child Abuse and neglect' is a generic term encompassing all ill treatment of children including serious physical and sexual assaults as well as cases where the standard of care does not adequately support the child's health or development. Children may be abused or neglected through the infliction of harm or through the failure to act to prevent harm. Abuse can occur in a family, an institutional or community setting. The perpetrator may be known or not known to the child.

There are 4 broad categories of abuse which are used for the purposes of registration. These categories overlap and an abused child may suffer more than one type of abuse.

### 1. Physical Abuse

Physical abuse may take many forms e.g. hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child. It may also be caused when a parent or carer feigns the symptoms or deliberately causes ill health to a child (now described as 'fabricated or induced illness').

### 2. 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 the child 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 of children, though emotional abuse may occur alone.

### 3. 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.

### 4. 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, or unresponsiveness to, a child's basic emotional needs

### Female genital mutilation (FGM) Physical and Emotional

Female genital mutilation (FGM) is the **partial or total removal of a girl's external genitals**. Her body is physically damaged when the healthy tissue of her genitals are cut away. There are **no health benefits** to FGM. Complex cultural and social reasons are often given about why it is practised. FGM has harmful effects on the **health and wellbeing of a woman** throughout her life and **contravenes human, women's and child rights**.

## **Child Sexual Exploitation (CSE)**

Child sexual exploitation (CSE) is a form of sexual abuse that involves the manipulation and/or coercion of young people under the age of 18 into sexual activity in exchange for things such as money, gifts, accommodation, affection or status. The manipulation or 'grooming' process involves befriending children, gaining their trust, sometimes over a long period of time, before the abuse begins. The abusive relationship between victim and perpetrator involves an imbalance of power which limits the victim's options. It is a form of abuse which is often misunderstood by victims and outsiders as consensual. Although it is true that the victim can be tricked into believing they are in a loving relationship, no child under the age of 18 can ever consent to being abused or exploited.

## **Private fostering**

Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer, for 28 days or more. Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity). To help keep children safe and support families, all parents and private foster carers must notify the Local Authority of care arrangements for children so they can ensure a child is well cared for. If you suspect a child may be being privately fostered without formal arrangement it is important you share this information in case a child is at risk of harm.

## Appendix 2

### Risk indicators and signs of abuse

This is not a checklist of abuse. The factors described are frequently found in cases of child abuse but their presence is not proof that abuse is occurring/has occurred but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with the designated teacher
- May require consultation with or referral to Social Services
- Should be considered in the light of knowledge about the individual child

All symptoms are of concern but may be of greater concern if there are a number of signs or where one persists in such a way that it is unusual for a particular child.

#### Physical abuse

- unexplained injuries; injuries inconsistent with explanation or several different explanations provided for an injury or refusal to discuss injuries
- injuries untreated or unexplained delay in seeking treatment
- bruising, grasp or slap marks
- long marks/welts or circular burns
- bite marks, burns, scalds
- large number of minor injuries/scars
- withdrawal from physical contact/flinching at sudden movements
- kept away from school medicals/fear of medical help
- attention seeking or over compliance
- low self esteem
- self destructive tendencies; self mutilation
- aggression to others
- reluctance to go home
- FGM

#### Emotional Abuse

- physical, mental and emotional delay or disturbance
- abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or no attachment
- continual self deprecation; over reaction to mistakes
- sudden speech disorders
- fear of new situations; inappropriate emotional responses to stressful situations
- neurotic behaviour e.g. rocking, hair twisting, thumb sucking
- self mutilation
- fear of parents being contacted; chronic running away
- extremes of passivity or aggression
- drug/solvent abuse
- enuresis; encopresis
- 'frozen watchfulness' – particularly in pre-school children

#### Sexual Abuse

- inappropriate sexually explicit or sexualised behaviour, conversation, play or drawings inappropriate to the child's age
- continual and inappropriate or excessive masturbation
- self harm (including eating disorder), self mutilation and suicide attempts
- soreness, pain, injury or itching of genital areas, bruising to buttocks, abdomen and thighs; sexually transmitted diseases/recurrent infections
- aggressive outbursts, tantrums
- persistent problems with sleeping, bedwetting, nightmares
- unhappiness, depression, low self esteem
- alcohol/drug abuse
- suicide attempts; self mutilation

- lying, delinquency, stealing
- any change in behaviour, particularly excessive clinging or insecurity fear of specific situations e.g. being bathed, changed, put to bed

### **Neglect**

- constant hunger; emaciation
- poor personal hygiene and/or clothing
- untreated medical conditions
- repeated accidents
- constant tiredness, listlessness, apathetic or unresponsive with no apparent medical cause
- frequently absent from school
- destructive tendencies
- low self esteem
- relationship/social interaction problems
- compulsive stealing or scavenging for food/clothes
- chronic running away

### **Female genital mutilation (FGM)**

- holiday requests made to school for significant lengths of time (Pre warning)
- long periods of time away from the classroom during the day with bladder or menstrual problems
- difficulty walking, sitting or standing
- prolonged absences from school
- noticeable behaviour changes
- withdrawal
- depression
- avoidance of P.E.
- recurrent Urinary Tract Infections (UTI) or complaints of abdominal pain

### **Child Sexual Exploitation (CSE)**

- inappropriate sexual or sexualised behaviour
- repeat sexually transmitted infections
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- going to hotels or other unusual locations to meet friends
- getting in/out of different cars driven by unknown adults
- going missing from home or care
- having older boyfriends or girlfriends
- associating with other young people involved in sexual exploitation
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- drug or alcohol misuse
- getting involved in crime
- injuries from physical assault, physical restraint, sexual assault

PUPIL CONCERN FORM

<b>Name of Child:</b>	<b>Date of Birth:</b>	<b>Class:</b>
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Nature of Concern: (be as specific as you can, using child's own words, facts and wherever possible dates and times. Continue on the back if needed)

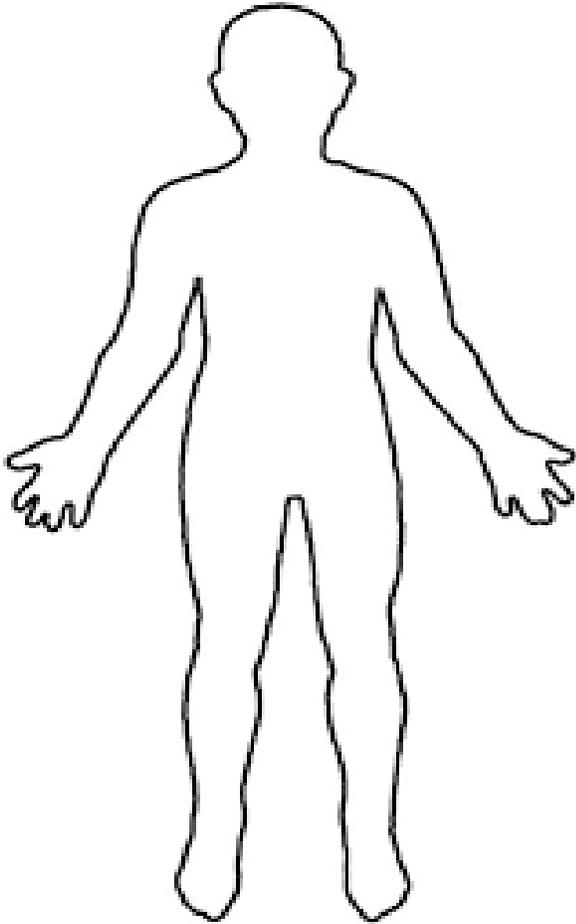
Signed:..... Position:..... Date:.....

Action Taken:

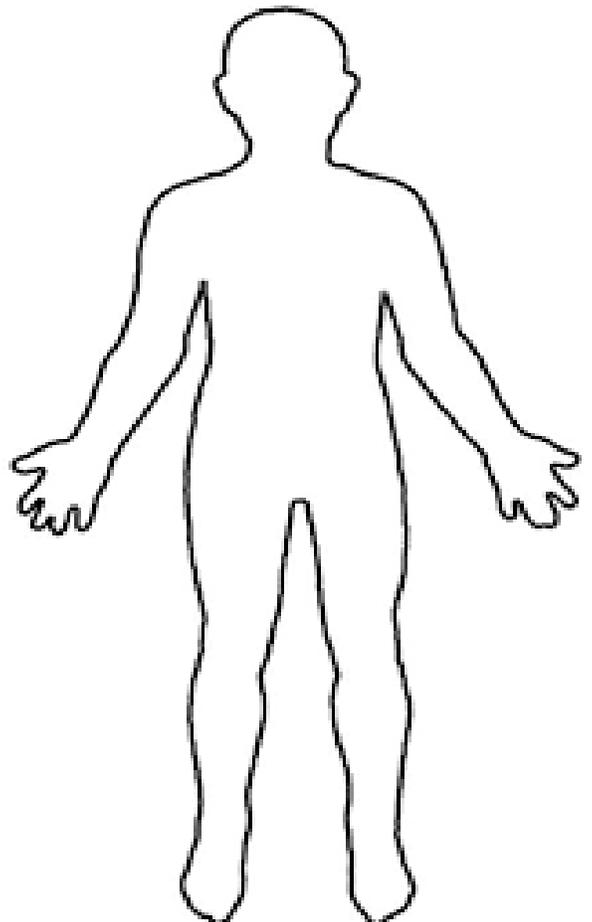
Follow Up:

Signed:..... Position:..... Date:.....

*As soon as a concern is raised, it should be brought to the attention of the Designated Child Protection Officer immediately.*



**BACK**



Please label any marks you have been shown

**Appendix 4.**



**PROFESSIONAL / AGENCY REPORT FOR CHILD PROTECTION CONFERENCE**

*Please complete this report and share it with parents well before the conference, and return it to CP Conference Admin at least 2 days before an Initial Conference and a week before a Review Conference. Please make sure that you avoid professional jargon, and that you use specific examples and clear, simple language. Brief bullet points are often helpful.*

**Name of Family:**

**Date of Child Protection Conference:**

<b>Agency</b>	
<b>Name and role of professional working with the family</b>	
<b>Address, phone number and email</b>	

**Child(ren)**

Name	DOB	Age	Disability	Gender	Ethnicity	Religion

**ANY SIGNIFICANT EVENTS FOR THE FAMILY LEADING UP TO THIS CONFERENCE (OR SINCE THE LAST CONFERENCE)?**

**WHAT WORK HAS BEEN DONE WITH THE FAMILY AND WHAT DIFFERENCE HAS THIS MADE?**

**CHILD(REN)/YOUNG PERSON'S EXPERIENCE (Including the child/young person's wishes and feelings) - for professionals working directly with the child(ren)**

**Analysis**

**WHAT IS GOING WELL?**

**WHAT ARE YOU (STILL) WORRIED ABOUT?**

**WHAT DO YOU THINK WE NEED TO UNDERSTAND MORE ABOUT?**

**Recommendations**

**WHAT DO YOU THINK NEEDS TO HAPPEN AND WHEN? WHAT CAN YOU OFFER TO HELP WITH?**

**Sign off and Date**

<b>NAME</b>	
<b>DATE</b>	

## **Appendix 5**

### **Staff Training**

#### **All Staff**

All staff will receive a yearly refresher on Child Protection Policy and Procedures.

Training on child protection will be provided for all staff every 3 years and will aim to:

Develop an understanding amongst all staff of:

- abuse generally
- possible signs and indicators of abuse such that staff can be alert to them
- children's rights and the expectations within school of all adults
- behaviour/responsibilities necessary to uphold those rights
- procedures within the school and LA for handling suspected child abuse
- issues of confidentiality

#### **Newly Appointed Staff**

Training on child protection issues and procedures will form part of the induction programme for all newly appointed staff. It will be provided by the designated teacher.

#### **Designated Teachers**

Designated and nominated teachers will attend external child protection training every 2 years to ensure they have good, up-to-date knowledge of:

- Child protection issues
- Signs and indicators of abuse
- Legislation
- School and LA policies and procedures
- The roles and responsibilities of the agencies involved
- Multi-agency working practices
- Child protection conferences and good record keeping practices such that they can provide information and advice to staff