



## **Monken Hadley CE Primary School**

*Seek what is good, treasure what is true, do what is right.*

# **CHILD PROTECTION POLICY**

<b>Ratified by</b>	Governing Body
<b>Date</b>	24 <sup>th</sup> September 2016 <i>(updated 04 09 17 with new name of DSL – no other changes)</i>
<b>Date for Review</b>	Autumn 2017

**DESIGNATED SAFEGUARDING LEAD (DSL):** Miss Caroline Froud

**DEPUTY DESIGNATED SAFEGUARDING LEAD (DDSL):** Mrs Emma Brooks

**DESIGNATED SAFEGUARDING GOVERNOR (DSG):** Dr Joanne Hames

## **1. Purpose**

- 1.1. Everyone who comes into contact with children and their families has a role to play in safeguarding children. School and college staff are particularly important as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. Schools and colleges and their staff form part of the wider safeguarding system for children. Schools should work with Social Care, the police, health services and other services to promote the welfare of children and protect them from harm. (*Keeping Children Safe in Education* – DfE, September 2016). In addition to ALL staff reading Part One of the guidance, staff working directly with children (all teachers and teaching assistants) **MUST** also read Annex A which covers further information on forms of abuse and safeguarding issues. Reading of these documents is carried out during staff training sessions at least annually.
- 1.2. The document *Keeping Children Safe in Education – Statutory Guidance for Schools and Colleges DfE, September 2016* **MUST** be read in conjunction with this policy and should be kept as an appendix to the school's child protection policy.
- 1.3. Two additional resources for schools are: the website: *Educate Against Hate* and the Home Office publication *Missing Children and Adults Strategy* (1<sup>st</sup> December 2011).

## **2. Introduction**

- 2.1. Monken Hadley CE School takes seriously its responsibility to protect and safeguard the welfare of children and young people in its care. "The welfare of the child is paramount" (the Children Act 1989).
- 2.2. Section 175 of the Education Act 2002 places a statutory responsibility on the governing body to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school.
- 2.3. There are three main elements to our Child Protection policy:
  - **Prevention** through the creation of a positive school atmosphere and the teaching, and pastoral support offered to pupils.
  - **Protection** by following agreed procedures and ensuring all staff are trained and supported to respond appropriately and sensitively to child protection concerns.
  - **Support** to pupils who may have been abused.
- 2.4. This policy applies to all pupils, staff, parents, governors, volunteers, students and visitors to our school.
- 2.5. This school recognises it is an agent of referral and not of investigation.

## **3. School Ethos**

- 3.1. Our school is committed to keeping children safe and aims to:

- Create a culture of vigilance where the welfare of our pupils is promoted and where timely and appropriate safeguarding action is taken;
- Establish and maintain an environment where pupils feel safe and secure, are encouraged to talk and are listened to;
- Ensure that pupils know that there are adults within the school they can approach if they are worried or are in difficulty;
- Ensure pupils receive the right help at the right time to address risks and prevent issues escalating;
- Include in the curriculum activities and opportunities which equip pupils with the skills they need to stay safe from abuse and to develop healthy and safe relationships;
- Protect children from harm and to ensure that they are taught in a way that is consistent with the law and our values and to promote respect for all others;
- Facilitate understanding of wider issues within the context of learning about the values on which our society is founded and our system of democratic government;
- Provide a curriculum which actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs;
- Commitment to developing in children an understanding of the Christian faith and for the school community to live a distinctively Christian ethos. An expression of this ethos is the cherishing and respecting also of those who do not affirm the Christian faith and willingness to learn from one another;
- Promote tolerance of and respect for people of all faiths (or those of no faith), races, genders, ages, disabilities and sexual orientations;
- Make parents/carers aware of the school policies and practice for safeguarding and ensure that, wherever possible, every effort will be made to establish open and honest effective working relationships with parents and colleagues from partner agencies.

#### **4. Legislative Framework**

- 4.1. Child protection is the responsibility of all adults and especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of the Barnet Safeguarding Children Board (BSCB - <http://www.barnetscb.org/>).
- 4.2. In Barnet, all professionals must work in accordance with the MASH Procedures (Multi-Agency Safeguarding Hub).
- 4.3. Our school also works in accordance with '*Keeping Children Safe in Education*' (DfE, September 2016), '*Working Together*' (DfE, 2015) and the BSCB multi-agency policies and guides.
- 4.4. As of July 2015, the Counter-Terrorism and Security Act (HMG, 2015) placed a new duty on schools and other education providers. Under section 26 of the Act, schools are required, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

It requires schools to:

- teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life and must promote community cohesion;
- be safe spaces in which children / young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas;
- be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues.

- 4.5 Our school works in accordance with the PREVENT Duty and approaches this issue in the same way as any other child protection matter. Any concerns that one of our pupils is at risk in this respect, will be referred to the MASH Hub.  
We acknowledge that schools should engage with parents and families, as they are in a key position to spot signs of radicalisation. Schools can assist and advise families who raise concerns, and point them in the direction of support mechanisms. Concerns over radicalisation should be discussed with a child's parents, unless the school has reason to believe that the child will be placed at risk as a result.
- 4.6 At Monken Hadley CE Primary School we aim to prepare our pupils to become responsible members of society now and for the future. Building resilience in our children, endorsing our school motto '*Seek what is good, treasure what is true and do what is right.*' as well as promoting the fundamental British values of: democracy; the rule of law; individual liberty and mutual respect; tolerance of those with different faiths and beliefs as well as the celebration of diversity is at the heart of preventing radicalisation. We do this by providing a safe place in which children can discuss issues, and we aim to give them the knowledge and confidence to challenge extremist beliefs and ideologies. Our Prevent duty is carried out with regard to the *Prevent Duty Departmental Advice for Schools and Childcare Providers June 2015* as well as Section 26 of the *Counter-Terrorism and Security Act 2015*, which legally requires us to take steps to prevent pupils from being drawn into terrorism and radicalisation. For further details of how we aim to prevent radicalisation and tackle extremism and what we do if there is a concern, please read the school's Prevent Duty statement.
- 4.7 As of October 2015, the Serious Crime Act 2015 (Home Office, 2015) introduced a duty on teachers (and other professionals) to notify the police of known cases of female genital mutilation where it appears to have been carried out on a girl under the age of 18. Our school will operate in accordance with the statutory requirements relating to this issue, and in line with existing local safeguarding procedures.
- 4.8 Where there are radicalisation concerns, the Designated Safeguarding Lead (DSL) should report them to the Channel programme. The DSL is expected to support staff making referrals to the Channel programme. Channel is designed to provide early intervention for children (and adults) most at risk of being drawn into terrorism. The panel is chaired by the Local Authority but includes those within the criminal justice system, education, child and health care providers. It also includes the Channel Police Practitioner (CPP) who is the coordinator. The CPP is the initial point of contact and their role is to assess whether or not the case shows a genuine vulnerability to extremism and whether it is appropriate for Channel.

The three key stages of Channel are:

- I. Identify individuals at risk of being drawn into terrorism;
- II. Assess the nature and extent of that risk; and
- III. Develop the most appropriate support plan for the individuals concerned.

- 4.9 Further guidance can be found: '*Prevent duty guidance: for further education institutions in England and Wales*'. The website '*Educate against hate*' has been included as a source of further information for school and colleges.
- 4.10 Forced marriage is explicitly addressed in the HM Government guidance '*Multi-agency practice guidelines: Handling cases of Forced Marriage*' (June 2014) and is defined as a marriage "entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage".  
Multi-agency guidelines (pages 32-36) focus on the role of schools. For further advice, schools can contact the Forced Marriage Unit on 020 7008 0151 and via email at: [fmufco.gov.uk](mailto:fmufco.gov.uk).

## **5. Roles and Responsibilities**

- 5.1. All adults working with or on behalf of children have a responsibility to protect them and to provide a safe environment in which they can learn and achieve their full potential. This

requirement is held in The Teachers' Standards 2012 that "teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession". However, there are key people within schools and the Local Authority who have specific responsibilities under child protection procedures. The names of those in our school carrying out these responsibilities for the current year are listed at the front of this document. Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the best interests of the child."

- 5.2. The Designated Safeguarding Lead in school has responsibility for managing child protection referrals, safeguarding training and raising awareness of all child protection policies and procedures. They must ensure that everyone in school (including temporary staff, volunteers and contractors) is aware of these procedures and that they are followed at all times. They should be a source of advice and support for other staff (on child protection matters) and ensure that timely referrals to the MASH Hub are made in accordance with current Barnet procedures. If for any reason the Designated Safeguarding Lead is unavailable, the Deputy Designated Safeguarding Lead will act in their absence.
- 5.3. The Governing Body and school leadership team are responsible for ensuring that the school follows recruitment procedures that help to deter, reject or identify people who might abuse children (see 'Safer Recruitment' policy for further information). There is an additional requirement for the governing bodies to ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities. The Governing Body ensures that children are taught about safeguarding through teaching and learning opportunities, as part of a broad and balanced curriculum.
- 5.4. The Designated Governor for Safeguarding ensures there is an effective child protection policy in place and that this is updated annually. Governors will not be given details relating to individual child protection cases or situations to ensure confidentiality is not breached.
- 5.5. The Headteacher provides an annual report for the governing body detailing any changes to the policy and procedures; training undertaken by all staff and governors and other relevant issues.
- 5.6. The Headteacher and Designated Governor undertake annually the Barnet School Safeguarding Audit in line with their responsibilities under S.175 of the Education Act 2002.
- 5.7. The school publishes its Child Protection policy on its school website. The document '*Keeping Children Safe in Education*' (DfE, September 2016) is available on the website: [www.gov.uk/government/publications](http://www.gov.uk/government/publications).
- 5.8. The school actively promotes online safety on its website and signposts stakeholders to information that will help keep children safe online. The predominant issues associated with online safety are as follows:
  - Content (exposure to illegal, harmful or inappropriate material)
  - Contact (harmful online interaction with others)
  - Conduct (online behaviour that increases the likelihood of, or causes, harm)

Staff follow procedures and protocols outlined in our Online Safety policy. This policy includes measures on preventing sexting which makes children aware of thinking of the consequences of taking, sending, or forwarding a sexual picture of someone underage.

- 5.9 All staff members receive safeguarding and child protection updates, such as e-bulletins, emails and staff meetings, as required, but at least annually.

## 6. Procedures

6.1. All action is taken in accordance with the following guidance:

- Keeping Children Safe in Education (DfE, September 2016)
- Working Together to Safeguard Children (DfE, 2015)
- PREVENT Duty - Counter-Terrorism and Security Act (HMG, 2015)
- (<https://www.barnet.gov.uk/citizen-home/children-young-people-and-families.html>)
  - Working with Children in Barnet
  - Multi-Agency Safeguarding Hub (MASH)
  - Barnet Safeguarding Children Board
  - Keeping Children and Young People Safe

6.2. When new staff, volunteers or regular visitors join our school they are informed of the safeguarding arrangements in place. They are given a copy of our school's Child Protection policy, told who our Designated Safeguarding Lead (and Deputy) is and are informed how to share concerns with them.

6.3. All staff are kept informed about child protection responsibilities and procedures through induction, briefings and awareness training.

6.4. Any member of staff, volunteer or visitor to the school who receives a disclosure or allegation of abuse, or suspects that abuse may have occurred must report it immediately to the Designated Safeguarding Lead (DSL) or in their absence, the Deputy Designated Safeguarding Lead. Early help is key and means providing support as soon as a problem emerges in a child's life. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff. As well as the requirement to converse with the DSL, additional options now listed include referral to specialist or early help services, in accordance with the referral threshold established by the Local Safeguarding Children Board (LSCB). This means that any member of staff can make a direct disclosure to the MASH team (see below).

6.5. If a referral is made by anyone other than the DSL, they must inform the DSL as soon as possible. The LA should make a decision within one working day of a referral about the course of action they will take, and inform the referrer. If the LA is not forthcoming with information, staff should follow up on the referral. Local children's social care contact numbers can be found here.

6.6. If early help is deemed appropriate, the DSL should support the staff member in liaising with other agencies and setting up inter-agency assessment. In addition, the case should be kept under constant review and referral to children's social care should be considered if the situation does not appear to be improving.

6.7. Children in immediate danger or at risk of harm should be referred to children's social care and/or the police immediately. Anyone can make a referral, not just the DSL.

6.8. There is a requirement for teachers to report to the police any instances where female genital mutilation (FGM) appears to have been carried out on a girl under the age of 18.

6.9. The Designated Safeguarding Lead or the Deputy will immediately refer cases of suspected abuse or allegations to the MASH Hub by telephone (020 8359 4066, email: [mash@barnet.gov.uk](mailto:mash@barnet.gov.uk)) and in accordance with the procedures outlined in 'Keeping children and young people in Barnet safe and supported' (MASH, 2013).

6.10. All referrals to the MASH are recorded on forms known as Contacts. These will be screened; this will include checking to see if the child already has a social worker or a lead professional as a result of a CAF (Common Assessment Framework).

If there is an allocated social worker, they are considered the best person to support the child, so the contact form is sent directly on to them.

If there is no allocated social worker, then the MASH senior social worker assesses the level of risk. The MASH Manager confirms the level of risk.

The MASH will use BRAG Ratings Blue, Red, Amber and Green. Red being the highest risk where there is a serious safeguarding concern requiring immediate action. A Green rating would be a low risk which may require a child in need assessment (sect17) or a Common Assessment Framework (CAF).

Following receipt of all referrals through the MASH the contact form outcome could vary from; a referral to the Children's Social Care Duty Assessment Team (DAT) for a social work assessment, referral to the Early Help and Prevention services such as CAF.

The MASH team is responsible for providing referrers with appropriate and proportionate feedback about the progress of a case whilst in the MASH or for cases being signposted for universal services or no further action, by email or telephone. If the case is referred to Children's Social Care or the Early Intervention service the professional receiving the referral has a responsibility to inform the referer they are dealing with the case.

- 6.11. The school will always undertake to share our intention to refer a child to Children's Social Care with the parents/carers, unless to do so could place the child at greater risk of harm or impede a criminal investigation. On these occasions advice will be taken from the MASH Hub and/or the MET police.
- 6.12. If a member of staff continues to have concerns about a child and feels the situation is not being addressed or does not appear to be improving, the staff member concerned should press for re-consideration.
- 6.13. Safeguarding contact details will be kept prominently displayed in the school to ensure that all staff have unfettered access to safeguarding support.
- 6.14. We feel that in the best interests of the child, it is important that they are able to express their views and provide feedback. Children will be given the opportunity to nominate the DSL or Deputy DSL to feedback their views on the process and these will be recorded. The child will be able to view this record.
- 6.15. A designated teacher is appointed to promote the educational achievement of looked after children (LAC). This teacher is given appropriate training.
- 6.16. Children with special educational needs and disabilities (SEND) face additional safeguarding challenges. It is recognised that there are additional barriers that exist when recognising the abuse and neglect of children with SEND. Such barriers include:
  - o Assumptions that indicators of possible abuse, such as behaviour, mood and injury, simply relate to the child's SEND.
  - o Children with SEND being disproportionately impacted by bullying.
  - o Communication barriers.
- 6.17 Schoolsafe is a valuable method of communicating information regarding child safety between schools.

Procedures are outlined below:

- i) The school must report any incident to the Safer Schools Team (please e-mail both addresses)  
Schools Office - 020 8733 5857 SX-Schools@met.pnn.police.uk SXMailbox-  
.Schools@met.pnn.police.uk

You will need to give police:

- A full description of the incident
- The name and contact details of the person who alerted the school
- The name of the school, who the Lead in the school is for this incident and their contact details (N.B. If you are unable to raise the Safer Schools Team please contact and report the incident to telephone number 101 where you will receive a Computer Aided Dispatch [CAD] number.)

ii) After contacting the police the school should then send an email to Schoolsafe.

This e-mail to Schoolsafe must contain:

- The police incident number or CAD number
- The name and contact details of the Police Officer involved
- A description of the incident
- Your preferred method of communicating with parents regarding this issue e.g. text/letter

iii) On receiving a Schoolsafe message, the Schoolsafe Team will contact the Safer Schools Team and the Council Press Office to ensure clarity and consistency of information sharing.

iv) You will then receive a statement from Schoolsafe that can be distributed to your school's parents.

## **7. Training and Support**

7.1. The Designated Safeguarding Lead (and Deputy) will undergo updated Level 3 child protection training every two years. The Headteacher, all staff members and governors will undergo child protection training which is updated regularly, in line with advice from Barnet Safeguarding Children Board (BSCB).

7.2. The school ensures that the Designated Safeguarding Lead (and Deputy) also undertakes training in inter-agency working and other matters as appropriate.

7.3. All staff are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are outlined in the Staff Handbook.

## **8. Professional Confidentiality**

8.1. Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the child. A member of staff must never guarantee confidentiality to a pupil and will not agree with a pupil to keep a secret where there is a child protection concern. This must be reported to the Designated Safeguarding Lead and may require further investigation by appropriate authorities.

8.2. Staff are informed of relevant information in respect of individual cases regarding child protection on a 'need to know basis' only. Any information shared with a member of staff in this way must be held treated confidentially.

## **9. Records and Monitoring**

9.1. Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concern held about a child or children within our school, the status of such records and when these records should be passed over to other agencies.

9.2. Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, must make an accurate record as soon as possible noting what was said or seen (if appropriate using a body map to record), putting the event in context, and giving the date, time and location. See Appendix 1. If in doubt about recording requirements, staff should discuss with the (DSL).



All records will be dated and signed and will include the action taken. This is then presented to the Designated Safeguarding Lead (or Deputy) who will decide on appropriate action.

- 9.3. Any file notes are kept in a confidential file in chronological order (which is separate to pupil files) and stored in a secure place in the locked cupboard in the Headteacher's office. All child protection records are stored securely and confidentially and will be retained for 35 years after the last entry (in line with Information Records and Management Society policy).
- 9.4. If a pupil transfers from our school to another, their child protection records will be forwarded to the new educational setting. These will be marked 'Confidential' and for the attention of the receiving school's Designated Safeguarding Lead, with a return address on the envelope so it can be returned to the originating school if it goes astray. Copies of this paperwork will be retained by our school, should it be required at a future date.

## **10. Attendance at Child Protection Conferences , Core Group Meetings or Child in Need Meetings**

- 10.1. It is the responsibility of the Designated Safeguarding Lead to ensure that the school is represented at and that a report is submitted to any child protection conference called for children on the school roll or previously known to them. Where appropriate, any report will be shared in advance with the parent(s) / carer. Whoever attends will be fully briefed on any issues or concerns the school has and be prepared to contribute to the discussions at the conference.
- 10.2. If a child is made subject to a Child Protection or a Child in Need plan, the Designated Safeguarding Lead will ensure the child is monitored regarding their school attendance, progress, welfare and presentation. If the school are part of the core group, the Designated Safeguarding Lead will ensure the school is represented, provides appropriate information and contributes to the plan at these meetings. Any concerns about the Child Protection plan and/or the child's welfare will be discussed and recorded at the core group meeting, unless to do so would place the child at further risk of significant harm. In this case the Designated Safeguarding Lead will inform the child's key worker immediately and then record that they have done so and the actions agreed.

## **11. Supporting Pupils at Risk**

- 11.1. Our school is committed to ensuring that our pupils receive the right help at the right time.
- 11.2. Our school may be the only stable, secure and safe element in the lives of children at risk of, or who have suffered harm. Nevertheless, whilst at school, their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children.
- 11.3. For any child who goes missing from education, particularly on repeat occasions, procedures outlined in the absence policy will be adhered to in order to help identify risks and prevent reoccurrence. Further guidance is available in the DfE's 'Children missing education: statutory guidance for local authorities' document.
- 11.4. Our school will endeavour to support all pupils through:
- The curriculum to encourage our pupils to stay safe, develop healthy relationships, self-esteem and self-motivation;
  - The school ethos which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued;
  - The implementation of the school's behaviour management policies;
  - A consistent approach from all staff which will endeavour to ensure our pupils know that some behaviour is unacceptable but that they are valued;

- Regular liaison with other professionals and agencies who support the pupils and their families
- A commitment to develop open and honest and supportive relationships with parents, always with the child's best interest as paramount;
- The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in all matters of child protection;
- Recognition that children with behavioural difficulties and disabilities are most vulnerable to abuse and that staff working in any capacity with children with profound and multiple disabilities, sensory impairment and / or emotional and behavioural problems must be particularly sensitive to signs of abuse;
- Recognition that in a home environment where there is domestic violence, drug or alcohol abuse, children are vulnerable and may be in need of support or protection.
- Recognition that peer-to-peer abuse exists and that children are capable of abusing their peers. The school recognises that abuse is abuse, and it should never be tolerated or dismissed as "banter" or "part of growing up". All staff are required to be vigilant in this and if a child raises an issue, this should be referred to the DSL.

## **12. Allegations Involving a Member of Staff**

- 12.1. The school works in accordance with statutory guidance and the 'Allegations against staff within the children's workforce in Barnet' procedures in respect of allegations against an adult working with children (in a paid or voluntary capacity). See Statement of Procedures for Dealing with Allegations of Abuse Policy. 'Allegations against staff within the children's workforce in Barnet' procedures require that, where an allegation against a member of staff is received, the Headteacher, senior named person or the Chair of Governors must inform the duty LADO in the Children's Workforce Allegations Management Team on 020 8359 4066 within one working day. However, wherever possible, contact with the LADO should be made immediately as they will then advise on how to proceed and whether the matter requires police involvement. This will include advice on speaking to pupils and parents and HR. The school does not carry out any investigation before speaking to the LADO.
- 12.2. The school has processes in place for reporting any concerns about a member of staff (or any adult working with children). Any concerns about the conduct of a member of staff will be referred to the Headteacher (or the Deputy Headteacher in their absence). Staffing matters are confidential and the school must operate within statutory guidance around Data Protection.
- 12.3. Where the concern involves the Headteacher, it should be reported direct to the Chair of Governors and the Local Authority Designated Officer (LADO), LA and LDBS (London Diocesan Board for Schools) must be contacted straight away.

## **13. Whistleblowing**

All staff must be aware of their duty to raise concerns about the attitude or actions of colleagues in line with the school's Code of Conduct / Whistleblowing policy. If a staff member feels unable to raise an issue, or that their concerns are being ignored, there are further whistleblowing channels available. General advice can be found from the NSPCC whistle blowing helpline is available from 8:00am to 8:00pm Monday to Friday (0800 028 0285). Alternatively, assistance can be sought via email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

## **Appendix 1**

### **Suspected Child Abuse**

Guidelines regarding suspected child abuse are contained in the training literature and materials shared with staff annually and are stored in the Child Protection file in the staff room.

Child abuse may manifest itself in many ways including:

#### **Signs of Physical Abuse**

- Unexplained Injuries or burns particularly if they are recurrent
- Improbable excuses given to explain injuries
- Refusal to discuss injuries
- Untreated injuries
- Admission of punishment which appears excessive
- Bald patches
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of returning home
- Fear of medical help
- Self-destructive tendencies
- Aggression towards others running away

#### **Signs of Emotional Abuse**

- Physical, mental and emotional development lags
- Admission of punishment which appears excessive
- Over reaction to mistakes
- Continual self-depreciation
- Sudden speech disorders
- Fear of new situation
- Inappropriate emotional responses to painful situations
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Self-mutilation
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Running away

#### **Signs of Sexual Abuse/Child Sexual Exploitation**

The definition of child sexual exploitation (CSE) is a form of sexual abuse where children are sexually exploited for money, power or status.

- Compulsive stealing, scavenging
- Sudden changes in behaviour or school performance
- Displays of affection in a sexual way inappropriate to age
- Tendency to cling or need constant reassurance
- Tendency to cry easily
- Regression to younger behaviour e.g. thumb sucking, playing with discarded toys, acting like a baby
- Complaints of genital itching or pain
- Distrust of a familiar adult, or anxiety about being left with a relative, baby sitter or lodger
- Unexplained gifts, new possessions or money
- Depression and withdrawal

- Apparent secrecy
- Wetting day or night
- Sleep disturbances or nightmares
- Chronic illnesses especially throat infections and sexually transmitted diseases
- Anorexia or bulimia
- Unexplained pregnancy
- Fear of undressing for gym
- Phobias or panic attacks
- Associate with other young people involved in exploitation.
- Have older boyfriends or girlfriends.
- Suffer from changes in emotional wellbeing.
- Misuse drugs and alcohol.
- Go missing for periods of time or regularly come home late.
- Regularly miss school or education or do not take part in education.

### **Signs of Neglect**

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Destructive tendencies
- Low self-esteem
- Neurotic behaviour
- No social relationships
- Running away
- Compulsive stealing or scavenging

Staff may encounter suspicious stories about life at home either verbally or in written stories.

Staff should be made aware of safeguarding issues, and that behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger.

Staff should be aware of peer-on-peer abuse. This type of abuse commonly includes bullying, gender-based violence (for example, boys touching girls), sexual assaults and sexting. Staff members should be clear as to the policies and procedures in place to address this type of abuse.

### **Action to be Taken**

Should the child confide in you:

- **INFORM** the Designated Child Protection Co-ordinator at the earliest possible opportunity
- **KEEP** anything told to you strictly confidential after informing the Designated Child protection Co-ordinator
- **COMPLETE** a Child Protection Record – Report of a Concern form (Appendix 2)

Should you have cause for suspicion that abuse may be occurring:

- **INFORM** the Designated Child Protection Co-ordinator at the earliest opportunity
- **KEEP** your suspicion strictly confidential
- **COMPLETE** a school suspected child abuse form

## **NEVER**

- Confront or inform the parents
- Discuss the suspected abuse with the child beyond normal conversation

### **Notes on Completing the Suspected Child Abuse Form**

- Date and sign every form
- Keep comments strictly factual (date, time, what evidence seen/heard, action taken)
- Take no copies of the form
- Submit form to Headteacher at earliest opportunity and always within one working day
- Keep its content strictly confidential

Copies of this form are in a file in the file in the staff room.

**Appendix 2**

**CHILD PROTECTION RECORD – Report of a Concern**



**Child Protection Form**

**First Concern**

<b>Name of pupil:</b>		<b>Date of Birth:</b>	
<b>Class:</b>		<b>Class Teacher:</b>	
<b>Date of concern:</b>		<b>Parent(s) contacted:</b>	
<b>Adult reporting concern:</b>		<b>Other adults aware of concern:</b>	

<b>Description of concern:</b>

<b>Action to follow:</b>	
Inform the designated child protection officer of concern.	
Keep daily records of observations (kept in a secure place).	
Organise regular meetings to review concern; specify date of next meeting and with whom.	
Decide on course of action (please specify).	

<p><b>The person completing this form should ensure that:</b></p> <ul style="list-style-type: none"> <li>• <b>It is sent to the Headteacher;</b></li> <li>• <b>A copy is placed in the file(s) of the pupil(s).</b></li> </ul>
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