

SAFEGUARDING & CHILD PROTECTION POLICY FOR ST HELEN'S CATHOLIC PRIMARY SCHOOL

APPROVED BY GOVERNORS SEPTEMBER 2020

POLICY TO BE REVIEWED SEPTEMBER 2021

KEY CONTACTS WITHIN THE SCHOOL

DESIGNATED SAFEGUARDING LEAD:	Mrs Elizabeth Mouchel
DEPUTY DESIGNATED SAFEGUARDING LEAD(S):	Mrs Phil Faulkner Mrs Helima Curtis
DESIGNATED SAFEGUARDING GOVERNOR:	Mrs Kerry Bradford Hughes

KEY CONTACTS WITHIN THE LOCAL AUTHORITY

MASH+ Children's Social Care, Southend Borough Council: Where schools have concerns for the safety and welfare of a child or young person.	01702 215007 mash@southend.gov.uk (unsecure)
OUT OF OFFICE HOURS: To make URGENT referrals	0345 606 1212

INDEX

KEY CONTACTS	Page 1
INDEX	Page 2
1. CONTEXT	Page 3
2. INTRODUCTION	Page 3
3. SCHOOL COMMITMENT	Page 4
4. STATUTORY FRAMEWORK	Page 5
5. ROLES AND RESPONSIBILITIES	Page 6
6. PROCEDURES	Page 7
7. TRAINING AND SUPPORT	Page 9
8. PROFESSIONAL CONFIDENTIALITY	Page 10
9. RECORDS AND MONITORING	Page 10
10. INTERAGENCY WORKING AND ATTENDANCE AT CONFERENCES AND CORE GROUP MEETINGS	Page 11
11. SUPPORTING PUPILS AT RISK	Page 12
12. TYPES OF ABUSE & SPECIFIC SAFEGUARDING ISSUES	Page 13
13. ALLEGATIONS OR CONCERNS ABOUT PEOPLE WORKING WITH CHILDREN	Page 17
14. USE OF REASONABLE FORCE	Page 18
15. WHISTLEBLOWING	Page 19
16. USE OF SCHOOL PREMISES BY OTHER ORGANISATIONS	Page 19
17. ADDITIONAL SAFEGUARDING ARRANGEMENTS DURING COVID-19	Page 19
ACKNOWLEDGEMENT	Page 20

SAFEGUARDING & CHILD PROTECTION POLICY FOR ST. HELEN'S CATHOLIC PRIMARY SCHOOL

**RESPECT YOURSELF,
RESPECT EVERYONE IN OUR SCHOOL COMMUNITY,
RESPECT EVERYONE IN OUR LOCAL COMMUNITY,
RESPECT EVERYONE IN OUR GLOBAL COMMUNITY
BUT MOST OF ALL, RESPECT GOD OUR FATHER IN HEAVEN.**

1. CONTEXT

- 1.1 Schools and their staff form part of the wider safeguarding system for children. 'Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child'. 'School and college staff are particularly important as they are in a position to identify concerns early, provide help for children and prevent concerns from escalating'. ([Keeping Children Safe in Education – DfE, September 2020](#))

1.2 This Child Protection Policy is for all staff, parents, governors, volunteers and the wider school community. It forms part of the safeguarding arrangements for our school. It should be read in conjunction with:

- [Keeping Children Safe in Education \(DfE, 2020\)](#)- Part one of which is provided to all staff, including Annex A to staff who work directly with children;
- The School Behaviour Policy;
- Staff Code of Conduct/Staff Behaviour Policy
- [What to do if you're worried a child is being abused' \(HMG, 2015\)](#):
- the safeguarding response to children missing from education; and
- the role of the Designated Safeguarding Lead (Annex B of KCSIE).

The Policy should also be read in conjunction with other related policies, including:
Safer Recruitment Policy, Physical Intervention Policy, Anti-Bullying Policy, Health and Safety Policy, Educational Visit Policy, E-safety Policy, Social Media Policy and Photography Policy.

1.3 Safeguarding and promoting the welfare of children, which includes everyone under the age of 18, is defined in [Keeping Children Safe in Education \(DfE, 2020\)](#) as:

- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

2. INTRODUCTION

2.1 St Helen's Catholic Primary 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" ([Children Act 1989](#)).

2.2 Section 175 (157 for Independent schools) 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 This policy applies to all pupils, staff, parents, governors, volunteers, students and visitors to our school.

2.4 There are three main elements to our Safeguarding & Child Protection Policy:

- **Prevention**
 - By ensuring that we practice safe recruitment in checking the suitability of all staff and volunteers who work with children;
 - Through establishing and maintaining a safe and positive environment and the teaching and pastoral support offered to pupils;
 - By raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- **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 have/may have been abused or neglected (in line with his/her Child Protection Plan, if appropriate).

2.5 This school recognises it is an agent of referral and not of investigation.

3. SCHOOL COMMITMENT

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 who 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. This includes identifying emerging problems and those children who may benefit from early help.
- 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.
- Include in the curriculum material which will help pupils develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.
- 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.
- Promote tolerance of and respect for people of all faiths (or those of no faith), races, genders, ages, disability 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.
- Promote positive mental health and resilience. Positive mental health is the concern of the whole community and we recognise that schools play a key part in this. Our school wants to develop the emotional wellbeing and resilience of all pupils and staff, as well as provide specific support for those with additional needs. We understand that there are risk factors which increase someone's vulnerability and protective factors that can promote or strengthen resiliency. The more risk factors present in an individual's life, the more protective factors or supportive interventions are required to counter balance and promote further growth of resilience.

It is vital that we work in partnership with parents to support the well-being of our pupils. Parents should share any concerns about the well-being of their child with school, so appropriate support and interventions can be identified and implemented.

4. STATUTORY FRAMEWORK

4.1 There is government guidance set out in [Working Together \(HMG, 2018\)](#) on how agencies must work in partnership to keep children safe. This guidance places a shared and equal duty on three Safeguarding Partners (the Local Authority, Police and Health) to work together to safeguard and promote the welfare of all children in their area under multi-agency safeguarding arrangements. In Southend these arrangements sit under the Southend Safeguarding (Child) Partnership (SS(C) P), previously LSCB. The statutory partners are Southend Borough Council, Essex Police and the Clinical Commissioning Group covering Southend.

4.2 Section 175 of the [Education Act 2002](#) (*Section 157 for Independent schools*) 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.

4.3 In Southend, all professionals must work in accordance with the [SET procedures \(2019\)](#) (Southend Essex and Thurrock Safeguarding and Child Protection Procedures, 2019). Our school also works in accordance with the following legislation and statutory guidance and advice (this is not an exhaustive list):

[Keeping Children Safe in Education \(DfE, 2020\)](#)

[Working Together \(HMG, 2018\)](#)

[Education Act 2002](#)

[Sexual violence and sexual harassment between children in schools and colleges \(DfE, May 2018\)](#)

[Children Act 1989](#)

[Children Act 2004](#)

[Children and Social Work Act 2017](#)

[Counter-Terrorism and Security Act \(HMG, 2015\)](#)

[Female Genital Mutilation Act 2003 \(s.74 - Serious Crime Act 2015\)](#)

[Serious Crime Act 2015 \(Home Office, 2015\)](#)

[Sexual Offences Act \(2003\)](#)

[Data Protection Act \(2018\)](#)

[Education \(Pupil Registration\) Regulations 2006](#)

[Guidance for Safer Working Practice for Adults who work with Children and Young People in Education \(May 2019 v2\)](#)

[Behaviour and discipline in schools \(DfE January 2016\) Advice for headteachers and school staff](#)

[Searching, screening and confiscation Advice for headteachers, staff and governing bodies \(DfE, January 2018\)](#)

[Use of reasonable force Advice for headteachers, staff and governing bodies \(DfE July 2013\)](#)

[Preventing and Tackling Bullying \(DfE, July 2017\)](#)

[Preventing youth violence and gang involvement \(Home Office, 2015\)](#)

[Criminal Exploitation of children and vulnerable adults: County Lines guidance \(Home Office, 2018\)](#)

[Children Missing Education - statutory guidance for local authorities \(DfE, 2016\)](#)

[Teaching on-line safety in schools \(DfE, 2019\)](#)

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. 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 with these specific responsibilities (the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead) are shown on the cover sheet of this document.

5.2 The Governing Body(&/or Proprietors) ensures that the policies, procedures and training in our school are effective and comply with the law at all times. It ensures that all required policies relating to safeguarding are in place and that the child protection policy reflects statutory and local guidance and is reviewed at least annually.

5.3 The school publishes its Safeguarding and Child Protection Policy on the school website alongside [Keeping Children Safe in Education \(DfE, 2020\)](#)

5.4 The Designated Safeguarding Governor (named on the front cover of this document) takes leadership responsibility for safeguarding arrangements in our school. The Governing Body ensures that, as well as the Designated Safeguarding Governor, there is a named Designated Safeguarding Lead and at least one Deputy Safeguarding Lead in place (also named on the front cover of this document).

5.5 The Governing Body ensures the school contributes to inter-agency working, in line with statutory and local guidance. It ensures that information is shared and stored appropriately and in accordance with statutory requirements.

5.6 The Governing Body ensures that all staff members undergo safeguarding and child protection training at induction and that it is then regularly updated. All staff members receive regular safeguarding and child protection updates, at least annually, to provide them with the relevant skills and knowledge to keep our children safe.

5.7 The Governing Body ensures that our pupils are taught how to keep themselves safe, including online, through teaching and learning opportunities as part of a broad and balanced curriculum. From September 2020, our school will work in accordance with new government regulations which will make the subjects of Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) mandatory. We ensure that appropriate filters and monitoring systems for online usage in school are in place. The school actively promotes online safety on its website and signposts to information that will help keep children safe online.

5.8 The Governing Body and School Leadership Team are responsible for ensuring the school follows recruitment procedures that help to deter, reject or identify people who might abuse children. It adheres to statutory responsibilities to check adults working with children and has recruitment and selection procedures in place (see the school's 'Safer Recruitment' policy for further information). It ensures that volunteers are appropriately supervised in school.

5.9 The Headteacher works in accordance with the requirements upon all school staff. In addition, (s)he ensures that all safeguarding policies and procedures adopted by the Governing Body are followed by all staff.

5.10 The Designated Safeguarding Lead in school has ultimate lead responsibility for child protection. Their role includes managing child protection referrals, working with other agencies, undertaking specific safeguarding training and raising awareness of all child protection policies and procedures. They ensure that everyone in school (including temporary staff, volunteers and contractors) has access to these procedures and that they are used appropriately. They act as a source of advice and support for other staff on child protection matters and ensure that timely referrals to Children's Services (MASH+ (Multi-agency Safeguarding Hub) or for Early Help Family Support Assessment, as appropriate) in accordance with current SET procedures. They work with the Local Authority and other agencies as required and ensure that information is shared appropriately.

5.11 If, for any reason, the Designated Safeguarding Lead is unavailable, the Deputy Designated Safeguarding Lead(s), who are trained to the same standard as the Designated Safeguarding Lead will act in their absence.

5.12 All Staff in our school have a responsibility to provide a safe learning environment in which our children can learn. Any child may benefit from early help and all staff members are aware of the local early help process and our role in it. They are also aware of signs of abuse and neglect so they are able to identify children who may be in need of help or protection. All staff members are aware of and follow school processes (as set out in this policy) and are aware of how to make a referral to Social Care and/or the Police, if there is a need to do so. If staff have any concerns about a child's welfare, they should act on them immediately and speak with the Designated Safeguarding Lead (or deputy). They should not assume that others have taken action.

6. PROCEDURES

6.1 Our school works with key local partners to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help assessment when additional needs of children are identified and contributing to inter-agency plans which provide additional support through a Child in Need or a Child Protection plan.

6.2 All staff members have a duty to identify and respond to children who may be in need of help or protection.

6.3 Any member of staff, volunteer or visitor to the school who receives a disclosure of abuse, suspects that abuse may have occurred, or is concerned about a child's welfare, **must** report it immediately to the Designated Safeguarding Lead or, in their absence, the Deputy Designated Safeguarding Lead, so that discussion can take place regarding whether any support for the child can be managed internally via the school's own pastoral support process, or if an early help assessment is indicated, or a referral to Children's Social Care and/or the Police.

The school may seek advice from Social Care about a concern, if we are unsure how to respond.

6.4 The contact details for the Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead/s are prominently displayed in the school to ensure that all members of the school community have access to safeguarding support.

In the absence of the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead, the matter should be brought to the attention of the most senior member of staff. If, for any reason, nobody is available, this should not delay appropriate action being taken. Any individual may refer to Social Care/Police where there is suspected or actual risk of harm to a child.

6.5 All action is taken in accordance with the following guidance and advice:

- The [SET procedures \(2019\)](#) (Southend, Essex and Thurrock) Safeguarding and Child Protection Procedures, a copy of which is available a copy of which is held by the Designated Safeguarding Lead, Mrs Elizabeth Mouchel and published on line <http://www.safeguardingsouthend.co.uk/>
- The Early Help Family Support Practitioner Toolkit (Threshold Document), which can be downloaded from
<http://www.southendchildren.org>
- [Keeping Children Safe in Education \(DfE, 2020\)](#) and [Disqualification under the Childcare Act, 2006 \(DfE, Aug 18\)](#)
- [Working Together to Safeguard Children \(HMG, 2018\)](#)
- [The Prevent duty Departmental advice for schools and childcare providers \(DfE, Aug 2015\)](#)
- [Revised Prevent Duty Guidance: for England and Wales' \(HMG, April 2019\)](#)
- [Multi-agency statutory guidance on female genital mutilation \(HMG, Oct 18\)](#)
- [What to do if you're worried a child is being abused' \(HMG, 2015\)](#)
- [Information sharing](#) Advice for practitioners providing safeguarding services to children, young people, parents and carers (HMG, July 2018)

6.6 The Designated Safeguarding Lead (or the Deputy) will immediately refer cases of suspected abuse, or allegations, to Children's Social Care (MASH + (Multi-agency Safeguarding Hub)), Southend Borough Council (contact numbers are on the cover sheet of this document) and in accordance with the procedures outlined in the [SET procedures \(2019\)](#).

6.7 If the child is in immediate danger, or at risk of immediate harm, concerns will be referred by telephone to Children's Social Care and/or the Police. A telephone referral to Children's Social Care must be confirmed in writing within 48 hours, using the EHFSA form to provide the information required.

6.8 The Early Help Family Support Assessment (EHFSA) should be used to support a child Protection referral. (The EHFSA form and guidance is available on www.southendchildrenspartnership.org.uk and on the Southend Safeguarding (Child) Partnership (SS(C)P) website and Southend Learning Network. A completed EHFSA form contains all the information required for a child protection referral and should be sent to MASH+. Essential information will include the pupil's name, address, date of birth, family composition, the reason for the referral, whether the child's parents are aware of the referral, the name of person who initially received the disclosure, plus any advice given. This written confirmation must be signed and dated by the referrer.

6.9 The school will always undertake to share our intention to refer a child to Social Care with the parents or 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 Children's Social Care or Essex Police about when it is appropriate to share information with parents/carers. Parents and Carers are informed about our school's duties and responsibilities under child protection procedures on admission, in the school brochure and on the school website.

6.10 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 discuss this with the Designated Safeguarding Lead, who will press for re-consideration of the case to ensure that the child's situation improves.

6.11 Whilst all staff should speak to the Designated Safeguarding Lead (or Deputy) with regard to any concerns about Female Genital Mutilation (FGM), there is a specific legal duty on teachers. If a teacher discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher has a statutory duty to report this personally to the Police. See 12.12, below, and Annex A [Keeping Children Safe in Education \(DfE, 2020\)](#) for more details.

6.12 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 Child Protection Policy, advised who our Designated Safeguarding Lead (and Deputy/ies) is/are and informed of their role and how to share concerns with them. Staff are also given a copy of the Staff Code of Conduct/Staff Behaviour Policy, the School Behaviour Policy and made aware of the safeguarding response to children who go missing from education. Staff are also given a copy of [Keeping Children Safe in Education \(DfE, 2020\)](#) which includes Annex A: Further information about specific forms of abuse and safeguarding issues (for staff who work directly with children) and access to 'What To Do If You're Worried a Child is Being Abused' (HMG, March 2015), which gives helpful advice about how to respond to child protection concerns or disclosures.

7. TRAINING AND SUPPORT

7.1 The Designated Safeguarding Lead (and any Deputies) will undergo updated Child Protection training specifically for Designated Safeguarding Leads at least every two years, in accordance with [Keeping Children Safe in Education \(DfE, 2020\)](#). In addition to formal training, the Designated Safeguarding Lead(s) will keep up to date with safeguarding developments and refresh their knowledge and skills regularly, but at least annually.

7.2 The Headteacher, all staff members and Governors receive appropriate safeguarding and child protection training, which is regularly updated. In addition, all staff members receive safeguarding and child protection updates as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Records are kept of all child protection training.

7.3 The school will ensure that the Designated Safeguarding Lead (and any Deputies) also undertakes training in inter-agency working and other matters, as appropriate.

7.4 The Headteacher, in the first instance, will provide support and supervision to staff involved in child protection issues.

7.5 All staff are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are referred to in the Staff Code of Conduct/Staff Behaviour Policy.

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. A member of staff must never guarantee confidentiality to anyone about a safeguarding concern (including parents / carers or pupils) or promise to keep a secret. In accordance with statutory requirements, 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 Information on individual child protection cases may be shared by the designated safeguarding lead (or deputy) with other relevant staff members. This will be on a 'need to know' basis only and where it is in the child's best interests to do so. 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 about a child or children within our school, the status of such records and when these records should be shared with other agencies.

9.2 Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst the [Data Protection Act \(2018\)](#) places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private and family life would not prevent sharing information where there are safeguarding concerns. The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing

of information for the purposes of keeping children safe. Fears about sharing information **must not** be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect.

9.3 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. Bound blue books named with each year group are kept in a locked drawer in the Headteacher's office. Any member of staff who needs to record a concern must record these concerns in the book which must not leave the Headteacher's office. They must ensure they have informed the DSL that they have recorded a concern. The source of the information should be recorded, as well as a note of other people involved, for example, as witnesses, and there should be a clear distinction between fact and professional opinion. All records will be dated and signed, detailing the name and position of the person making the record, and will include the action taken. This information is then presented to the Designated Safeguarding Lead (or Deputy), who will decide on appropriate action and record all discussions and decisions made, and the reason for those decisions.

9.4 Any records related to Child Protection are kept in an individual child protection file for that child, which is separate from the pupil file. All child protection records are stored securely (i.e., in a locked filing cabinet) and confidentially in Headteacher's office and are accessible through the Designated Safeguarding Lead (or Deputy). Digital records will be password protected. Child protection records will be retained for 25 years after the pupil's date of birth, or until they transfer to another school/educational setting.

9.5 In line with statutory guidance, if a pupil transfers from our school to another school / educational setting (including colleges), their child protection records will be forwarded to the new educational setting without delay, separate from their main pupil file. Care will be taken to ensure confidentiality is maintained and the transfer process is as safe as possible. We keep a copy of the child protection file until we have confirmation from the receiving school that they have it. Once we have this confirmation, our copy is shredded/deleted, other than copies of the *specific records that are pertinent to our school* (i.e., not CP Conference reports that are held elsewhere), unless there is a specific reason for us to keep it, which will be recorded (for example, we still have siblings in the school and the records relate to them too, or there is an ongoing complaint or request for access to records).

We will also keep a record of having received confirmation from the receiving school *and of the date* when we shredded/deleted our copy.

When a pupil joins our school, we will request child protection records from the previous educational establishment (if none are received).

9.6 For records of allegations involving a member of staff, please see paragraph 13.7 below.

10. INTERAGENCY WORKING AND 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 statutory meeting called for children on the school roll, or previously known to them. Where possible and appropriate, any report will be shared in advance with the parent(s) / carer(s). A report will be made available to a Child Protection Conference Chair, 48 working hours in advance of the Conference, and shared with the parents/carers before the day of the Conference. The member of staff attending the meeting will be fully briefed on any issues or concerns the school has and be prepared to contribute to the discussions and, in the case of a Conference, to express a view, at the end of the meeting, as to whether the child(ren) should be made subject to a Child Protection Plan.

10.2 If a child is made subject to a Child Protection Plan, or a Child in Need, or Care Plan, the Designated Safeguarding Lead will ensure that the child is monitored regarding their school attendance, emotional well-being, academic progress, welfare and presentation. If the school is part of the Core Group, the Designated Safeguarding Lead will ensure that the school is represented and provide appropriate information and contribute 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.

If there is an unexplained absence of, or injury to a child subject to a Child Protection Plan, the child's Key Worker must be notified **immediately**.

11. SUPPORTING PUPILS AT RISK

11.1 Our school is committed to ensuring that our pupils receive the right help at the right time. Staff are in a position to identify concerns early, provide help for children and prevent concerns from escalating.

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 be withdrawn, or display abusive behaviours towards other children. We will seek advice and support from other agencies as appropriate.

11.3 We recognise that some children may potentially be at risk of greater harm and require additional help and support. These may be children with a Child in Need or Child Protection Plan, those in Care, or previously in Care, or those requiring mental health support. We work with Social Care and other appropriate agencies to ensure there is a joined-up approach to planning for these children and that they receive the right help at the right time.

11.4 Our school will endeavour to support all pupils through:

- The curriculum; to encourage our pupils to stay safe and to 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 that our pupils know that some behaviour is unacceptable, but that s/he is valued.
- Regular liaison with other professionals and agencies that support the pupils and their families.
- A commitment to develop open, 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 child protection situations.
- Recognition that children with behavioural difficulties and special educational needs and/or disabilities are most vulnerable to abuse. Therefore, staff who work in any capacity with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to 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.

11.5 Promoting positive mental health and resilience in school

Positive mental health is the concern of the whole community and we recognise that schools play a key part in this. Our school aims to develop the emotional wellbeing and resilience of all pupils and staff, as well as provide specific support for those with additional needs. We understand that there are risk factors which increase someone's vulnerability and protective factors that can promote or strengthen resiliency. The more risk factors present in an individual's life, the more protective factors or supportive interventions are required to counter balance and promote further growth of resilience.

It is vital that we work in partnership with parents to support the well-being of our pupils. Parents should share any concerns about the well-being of their child with school, so appropriate support and interventions can be identified and implemented.

12. TYPES OF ABUSE & SPECIFIC SAFEGUARDING ISSUES

12.1 [Keeping Children Safe in Education \(DfE, 2020\)](#) defines abuse in the following way:

'Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.'

12.2 'Keeping children safe in education' refers to four categories of abuse :

- Physical
- Emotional
- Sexual and
- Neglect.

12.3 Our school is aware of the signs of abuse and neglect so we are able to identify children who may be in need of help or protection. All staff are aware that environmental factors may impact on a child's welfare and safety and understand safeguarding in the wider context (contextual safeguarding). We understand that abuse, neglect and safeguarding issues are rarely 'stand-alone' events and that, in most cases, multiple issues will overlap. Staff are aware of safeguarding issues that can put children at risk of harm and understand that behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting put children in danger.

12.4 Our school recognises that there are a number of specific safeguarding issues about which staff need to be aware, including: children missing from education*, children missing from home or care, child sexual exploitation (CSE)*, domestic violence, drugs, E safety, fabricated/induced illness, faith abuse, female genital mutilation (FGM)*, forced marriage, gangs and youth violence, violence against women and girls (VAWG), mental health*, children with special educational needs and disabilities*, private fostering*, prevention of radicalisation*, teenage relationship abuse, trafficking, peer on peer abuse*, which may include bullying (including cyberbullying),on-line abuse, gender-based abuse, sexting or sexually harmful behaviour. Further information regarding some of these issues (as indicated *) can be found below and these issues are also addressed in Annex A of [Keeping Children Safe in Education \(DfE, 2020\)](#)

12.5 Whilst the school will ensure that staff avail themselves of opportunities to raise their awareness and gain knowledge regarding these areas, we recognise that expert and professional organisations are best placed to provide up-to-date guidance and practical support in relation to these issues. Government guidance is available on the GOV.UK website and links are provided from [Keeping](#)

Children Safe in Education (DfE, 2020) Other organisations also provide specialist information such as:

NSPCC <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/>

TES <https://www.tes.com/teaching-resources> and

MindEd <https://www.minded.org.uk/course/view.php?id=402>

12.6 Peer-on-peer abuse –

Our school recognises that some children may abuse their peers and any incidents of peer-on-peer abuse will be managed in the same way as any other child protection concern and will follow the same procedures.

Peer-on-peer abuse can manifest itself in many ways. This may include bullying (including cyber bullying), physical abuse, sexual violence / sexual harassment, ‘up-skirting’ ‘sexting’ or initiation / hazing type violence and rituals. We do not tolerate any harmful behaviour in school and will take swift action to intervene where this occurs. We use lessons and assemblies to help children understand, in an age-appropriate way, what abuse is and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. Peer-on-peer abuse will never be tolerated or passed off as ‘banter’ or ‘part of growing up’. Our school understands the different gender issues that can be prevalent when dealing with peer-on-peer abuse.

Please refer to our *Anti-Bullying* policy for dealing with allegations made against another child.

The school will use the guidance set out in:

Preventing and tackling bullying Advice for headteachers, staff and governing bodies (DfE, July 2017)

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying> and

Sexting in school and colleges Responding to incidents and safeguarding young people (UKCCIS, 2017) and

Sexual violence and sexual harassment between children in schools and colleges (DfE, May 2018)

12.7 Mental health -

Our staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. We understand that, where children have suffered abuse or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. Where we have concerns this may impact on mental health, we will seek advice and work with other agencies as appropriate to support a child and ensure they receive the help they need.

12.8 Children with special educational needs and disabilities –

Our school understands that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children.

This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration;
- That they may be more prone to peer group isolation than others;
- The potential to be disproportionately impacted by things like bullying, without outwardly showing signs;
- Communication difficulties in overcoming these barriers.

12.9 Children missing from education –

All children, regardless of their age, ability, aptitude and any special education needs they may have are entitled to a full-time education. Our school recognises that a child missing education is a potential indicator of abuse or neglect and will follow the school procedures for unauthorised absence and for children missing education. It is also recognised that, when not in school, children may be vulnerable to or exposed to other risks, so we work with parents and other partners to keep children in school whenever possible. Parents should always inform us of the reason for any absence. Where contact is not made, a referral may be made to another appropriate agency (Missing Education and Child Employment Service, Social Care or Police). Parents are required to provide at least two emergency contact numbers to the school, to enable us to communicate with someone if we need to.

Our school complies with Children missing education (DfE, September 2016) and [Southend on Sea Borough Council Early Help and Family Support Children Missing Education Guidance \(January 2019\)](#). Our school must inform the Local Authority of any pupil who has been absent for a continuous period of 10 days or more without a good reason, and the school has satisfied all avenues of enquiry and is unsuccessful tracing the pupil.

Our school also complies with the regulations regarding Elective Home Education (Regulation 12 of the Education (Pupil Registration) (England) Regulations 2006 as amended 2016) and Southend's guidance <http://www.southendlearningnetwork.co.uk/Services/4834>

Our school notifies the Elective Home Education Team via secure email to ehe@southend.gov.uk at the earliest opportunity and, when relevant, immediately provides a copy of the parents written notification to home educate and the date they came off roll.

12.10 Child sexual exploitation (CSE) –

Child Sexual Exploitation is a form of child sexual abuse which can happen to boys and girls from any background or community. ‘*It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology*’.[\(Working Together to Safeguard Children \(HMG, 2018\)\)](#)

It is understood that a significant number of children who are victims of CSE go missing from home, care and education at some point. Our school is alert to the signs and indicators of a child becoming at risk of, or subject to, CSE and will take appropriate action to respond to any concerns. The Designated Safeguarding Lead is the named CSE Lead in school on these issues and will work with other agencies as appropriate

Our school is committed to raising awareness of CSE and will use the guidance set out in [Child sexual exploitation Definition and a guide for practitioners \(DfE, February 2017\)](#)

12.11 Child criminal exploitation & serious violence

Child criminal exploitation is a geographically widespread form of harm which is a typical feature of county lines criminal activity (county lines is when drug networks or gangs groom and exploit children to carry drugs and money from urban areas to suburban and rural areas and seaside towns). Our school works with key partners locally to prevent and respond to child criminal exploitation.

All staff are aware of indicators which may signal that children are at risk from, or involved with, serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that a child has been approached by, or is involved with, individuals associated with criminal networks or gangs.

12.12 Contextual safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside our school and/or can occur between children outside school. All staff are aware of contextual safeguarding and the fact that they should consider whether wider environmental factors present in a child's life are a threat to their safety and/or welfare. To this end, we will consider relevant information when assessing any risk to a child and share it with other agencies to support better understanding of a child and their family.

12.13 Domestic abuse

Domestic abuse can take many forms, including psychological, physical, sexual, financial and emotional. Our school recognises that exposure to domestic abuse can have a serious, long-term emotional and psychological impact on children. We work with other key partners and will share relevant information where there are concerns that domestic abuse may be an issue for a child or family or be placing a child at risk of harm.

12.14 So-called 'honour-based violence' (including Female Genital Mutilation and Forced Marriage)

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to female genital organs. It is illegal in the UK and a form of child abuse.

As of October 2015, the Serious Crime Act 2015 (Home Office, 2015) introduced a duty on teachers (and other professionals) to notify the police personally 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 'Multi-Agency statutory guidance on female genital mutilation' (HMG, April 2016) and existing local safeguarding procedures.

Our staff are alert to the possibility of a girl being at risk of Female Genital Mutilation (FGM), or already having suffered FGM. Victims of FGM are likely to come from a community that is known to practise FGM. Staff should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found in the SET procedures (2019) and in the above guidance that can be found on the GOV.UK website.

A Forced marriage is one entered into without the full consent of one or both parties. It is where violence, threats or other forms of coercion is used and is a crime. Our staff understand how to report concerns where this may be an issue.

12.15 Prevention of radicalisation

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.

CHANNEL is a national programme which focuses on providing support at an early stage to people identified as vulnerable to being drawn into terrorism.

Our school works in accordance with local procedures for PREVENT and with other agencies, sharing information and concerns, as appropriate. Where we have concerns about extremism or radicalisation, we will seek advice from appropriate agencies and, if necessary, refer to Social Care and / or the Channel Panel.

[The Prevent duty](#) (DfE, Aug 2015) and the [Revised Prevent Duty Guidance: for England and Wales' \(HMG, April 19\)](#).

12.16 Private Fostering

As a school we must make sure that privately fostered children are properly and safely cared for. Local Authorities are under a legal duty to ensure the welfare of a privately fostered child is being promoted and safeguarded and are therefore required to undertake assessments of proposed or actual private fostering arrangements. As such, we will always inform the Local Authority when we are notified about such an arrangement or become aware of one.

“A private fostering arrangement is one that is made privately (that is to say without the involvement of a Local Authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more. Private foster carers may be from the extended family such as a cousin or great aunt. However a person who is a relative under the Children Act 1989, i.e., a grandparent, brother, sister, uncle or aunt (whether of full or half or by marriage) or step-parent will not be a private foster carer. A private foster carer may be a friend of the family, the parent of a friend of the child, or someone previously unknown to the child’s family who is willing to privately foster a child.”

12.17 Looked After Children (LAC)

Our school has a Designated Teacher for pupils who are LAC. The Designated Teacher attends LAC Reviews, PEP meetings and liaises with the child’s Social Worker and Independent Reviewing Officer (IRO) and with the Local Authority Virtual School Headteacher, who is responsible for the progress of children looked after. A previously looked after child remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe.

13. ALLEGATIONS OR CONCERNS ABOUT PEOPLE WORKING WITH CHILDREN

13.1 All staff members are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are outlined in the Staff Code of Conduct/Staff Behaviour Policy.

13.2 It is essential that the high standards of concern and professional responsibility adopted with regard to alleged child abuse by parents are similarly displayed when allegations are made about members of staff.

13.3 The school works in accordance with statutory guidance and the [SET procedures \(2019\)](#) in respect of allegations against an adult working with children (in a paid or voluntary capacity). Section 7 of the current SET procedures provides detailed information regarding this.

13.4 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), as they have responsibility for managing employment issues. Where the allegation concerns an agency member of staff, the Headteacher (or Deputy) will liaise with the agency, while following due process.

Where the concern involves the Headteacher, it should be reported direct to the Chair of Governors, who will consult with the Local Authority Designated Officer (LADO).

13.5 The SET 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 Local Authority Designated Officer (LADO) within one working day. For people working with children in Southend, the LADO is Allison Francis, who can be contacted on 01702 534539 (Child Protection Adviser, Sharon Langston 01702 534591) safeguardingforchildren@southend.gov.uk.

13.6 The LADO has overall responsibility for oversight of the procedures for dealing with allegations against staff members. Wherever possible, contact with the LADO should be made immediately, as she 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 will manage these procedures alongside the school's disciplinary process, if appropriate, in liaison with the school's HR Advisor.

13.7 In accordance with [Keeping Children Safe in Education \(DfE, 2020\)](#) details of allegations that are found to have been malicious should be removed from personnel records. However, for all other allegations, the record should be retained at least until the accused has reached normal pension age, or for a period of 10 years from the date of the allegation if that is longer. However, cases in which an allegation was proven to be false, unsubstantiated or malicious should not be included in employer references.

14. USE OF REASONABLE FORCE

The term 'reasonable force' covers a broad range of actions used by staff that involve a degree of physical contact to control or restrain children. The Department for Education believes that the adoption of a 'no contact policy' at a school can leave staff unable to fully support and protect their pupils and students. There are circumstances when it is appropriate for staff to use reasonable force to safeguard children and young people, such as guiding a child to safety or breaking up a fight. 'Reasonable' means using no more force than is needed. Our school works in accordance with statutory and local guidance on the use of reasonable force and recognises that where intervention is required, it should always be considered in a safeguarding context.

15. WHISTLEBLOWING

15.1 Whistleblowing is ‘making a disclosure in the public interest’ and occurs when a worker (or member of the wider school community) raises a concern about danger or illegality that affects others, for example pupils in the school or members of the public.

15.2 All staff must be aware of their duty to raise concerns about the attitude or actions of colleagues in line with the school’s Whistleblowing policy.

15.3 We want all members of staff and the wider community to feel able to raise concerns about poor or unsafe practice and feel confident that any concern will be taken seriously by the school leadership team. However, for any member of staff who feels unable to raise these concerns internally, or where they feel their concerns have not been addressed, they may contact the NSPCC whistleblowing advice line on: 0800 028 0285 (line is available from 8:00 AM to 8:00 PM, Monday to Friday) or email: help@nspcc.org.uk.

Parents or others in the wider school community with concerns can contact the NSPCC general helpline on: 0808 800 5000 (24 hour helpline) or email: help@nspcc.org.uk.

16. USE OF THE SCHOOL PREMISES BY OTHER ORGANISATIONS

16.1 Where services or activities are provided separately by another body, using the school premises, the Governing Body will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection.

17. Additional safeguarding arrangements during COVID-19

17.1 When schools were instructed to close, we assessed the needs of all our pupils and put in place plans to support them and their families during the summer term. These plans included an education offer and arrangements to support pupils with their safety and wellbeing. Where appropriate, the plans included actions and interventions from other agencies, as we continued to work with partners to provide an appropriate level of support. These plans were regularly reviewed to ensure they reflected current need and were updated accordingly to ensure appropriate support is in place.

17.2 We have now moved to full opening and our usual Child Protection Policy applies. However, as a response to COVID-19 and to ensure we are compliant with [government guidance](#) and Health and Safety law, other arrangements are in place and we have communicated this to all parents.

17.3 We have a robust risk assessment in place and will continue to regularly review this and update it as required. This review process will consider whether our current plans and protective measures are:

- effective
- working as planned
- updated appropriately considering any issues identified and changes in public health advice

17.4 If, as a result of future local lockdown arrangements, the school is subject to further closure, our previous arrangements for monitoring and supporting pupils will be reinstated.

We recognise there are a number of policies that are relevant to safeguarding and promoting children's welfare. These include the following:

Policy or Procedure

Anti-Bullying (including internet and mobile 'phone bullying)

Attendance

Behaviour management/student discipline

Children missing from Education

Disability and Equality

Drugs and Substance Misuse

Educating Children with medical needs

Equality Compliance

E Safety

Extended School activities

First Aid

Health and Safety

Looked After Children

Management of Allegations made against Staff

PHSE curriculum

Racial Equality

Recruitment and Selection

Residential trips and schools visits, including exchange visits

Sex & Relationships Education

Staff Handbook (Guidance on Conduct including the use of mobile 'phones and social media)

Use of Positive Handling and Restraint/Physical Intervention

Visitors' Policy

Use of Photographs/video

Whistleblowing

Work Placement/Work Experience

Acknowledgement:

We acknowledge the Essex County Council model Child Protection Policy which contributed to the development of this model policy.

Model Policy Revised: September 2020

APPENDIX ONE

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 First Contact.

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/Carers
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

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

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child.

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

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

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 is 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

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

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 is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or "making fun" of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children.

These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social intervention.

It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

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

RECOGNISING SIGNS OF SEXUAL ABUSE

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (e.g. rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

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

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

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.

Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially

information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour can be inappropriate socially, in appropriate 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.

SEE BROOK'S TRAFFIC LIGHT ASSESSMENT TOOL FOR SEXUAL BEHAVIOURS – APPENDIX 4.

RECOGNISING NEGLECT

Neglect is the persistent failure to meet a child's basic physical and /or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may also occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing, shelter including exclusion from home or abandonment, failing to protect a child from physical harm and emotional harm or danger, failure to ensure adequate supervision including the use of inadequate caretakers, or the 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.

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 irresponsible 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

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
- sexually risky 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.

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. Never attempt to intervene directly as a school or through a third party. Always call either the Contact Centre or the Forced Marriage Unit 020 7008 0151.

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.

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
- ❖ Fulfils 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 are:

- 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

APPENDIX THREE

Further advice on child protection is available from:

NSPCC: <http://www.nspcc.org.uk/>

Childline: <http://www.childline.org.uk/pages/home.aspx>

CEOPSThinkuknow: <https://www.thinkuknow.co.uk/>

Anti-Bullying Alliance: <http://anti-bullyingalliance.org.uk/>

Beat Bullying: <http://www.beatbullying.org/>

Brook: <http://www.brook.org.uk>

APPENDIX FOUR

BROOK SEXUALISED BEHAVIOUR TRAFFIC LIGHT TOOL

NSPCC PANTS GUIDANCE

A guide to identifying sexual behaviours

This 'Traffic Light Tool' forms part of a resource designed to help professionals who work with children and young people to identify, assess and respond appropriately to sexual behaviours.

By identifying sexual behaviours as **GREEN**, **AMBER** or **RED**, professionals across different agencies can work to the same criteria when making decisions and protect children and young people with a unified approach. The normative list aims to increase understanding of healthy sexual development and distinguish it from harmful behaviour.

This tool must be used within the context of the guidance provided at www.brook.org.uk/traffic-lights and should not be used in isolation.

www.brook.org.uk

SEXUAL BEHAVIOURS

TRAFFIC LIGHT TOOL



TRAFFIC LIGHT TOOL



What is a Green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices
- Expressing sexuality through sexual behaviour is natural, healthy and a part of growing up.
- Green behaviours provide an opportunity to positively reinforce appropriate behaviour and to provide further information and support.

What is an Amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy development. They may be:

- unusual for that particular child or young person
- of potential concern due to age or developmental differences
- of potential concern due to activity type, frequency, duration or the context in which they occur

Amber behaviours signal the need to take notice and gather information to consider appropriate action.

Please refer to internal guidance or safeguarding frameworks to decide on the next steps to take or talk to a designated safeguarding lead.

Green behaviours

Age 0 – 5

- holding or playing with own genitals
- attempting to touch or curiosity about other children's genitals
- games e.g. mummies and daddies, doctors and nurses
- enjoying nakedness
- interest in body parts and what they do
- curiosity about the differences between boys and girls

Age 5 – 9

- feeling and touching own genitals
- curiosity about other children's genitals
- curiosity about sex and relationships, e.g. differences between boys and girls, how sex happens, where babies come from, same-sex friendships
- sense of privacy about bodies
- telling stories or asking questions using swear and slang words for parts of the body

Age 9 – 13

- solitary masturbation
- use of sexual language including swear and slang words
- having girlfriends who are of the same or opposite gender
- interest in popular culture, e.g. fashion, music, media, online games, chatting online
- need for privacy
- consensual hugging, hugging, holding hands with peers

Age 13 – 17

- solitary masturbation
- sexually explicit conversations with peers
- obscenities and picks within the current cultural norm
- interest in erotica / pornography
- use of internet / e-media to chat online
- having sexual or non-sexual relationships
- sexual activity including hugging, kissing, holding hands
- consenting oral and/or penetrative sex with others of the same or opposite gender who are of similar age and developmental ability
- choosing not to be sexually active

What is a Red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- involving secretive, compulsive, coercive, threatening and/or power differences
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration, or the context in which they occur

Red behaviours indicate a need for immediate intervention and action, though it is important to consider actions carefully.

Please refer to internal guidance or safeguarding frameworks to decide on the next steps to take or talk to a designated safeguarding lead.

Red behaviours

- persistently touching the genitals of other children
- persistent attempts to touch the genitals of adults
- stimulation of sexual activity in play
- sexual behaviour between young children involving penetration with objects
- forcing other children to engage in sexual play
- frequent masturbation in front of others
- sexual behavior engaging significantly younger or less able children
- forcing other children to participate in sexual activities
- simulation of oral or penetrative sex
- sourcing pornographic material online
- exposing genitals or masturbating in public
- distributing naked or sexually provocative images of self or others
- sexually explicit talk with younger children
- sexual harassment
- arranging to meet with an online acquaintance in secret
- genital injury to self or others
- forcing other children of same age, younger or less able to take part in sexual activities
- sexual activity e.g., oral sex or intercourse
- presence of sexually transmitted infection (STI)
- evidence of pregnancy
- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- verbal, physical or cyber/virtual sexual bullying involving sexual aggression
- persistent sexual images and ideas in talk, play and art
- exhibitionism, e.g. flashing or moaning
- giving out contact details online
- viewing pornographic material
- worrying about being pregnant or having STIs
- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- concern about body image
- taking and sending naked or sexually provocative images of self or others
- single occurrence of peeping, exposing, moaning or obscene gestures
- giving out contact details online
- linking adult-only social networking sites and giving false personal information
- arranging a face to face meeting with an online contact alone
- accessing exploitative or violent pornography
- exposing genitals or masturbating in public
- preoccupation with sex, which interferes with daily function
- sexual degradation/humiliation of self or others
- attempting/forcing others to expose genitals
- sexually aggressive/exploitative behaviour
- sexually explicit talk with younger children
- sexual harassment
- non-consensual sexual activity
- genital injury to self or others
- sexual contact with others where there is a big difference in age or ability
- sexual activity with someone in authority and in a position of trust
- sexual activity with family members
- involvement in sexual exploitation and/or trafficking
- sexual contact with animals
- receipt of gifts or money in exchange for sex

LEARN THE UNDERWEAR RULE

TALK PANTS AND YOU'VE GOT IT COVERED!

P RIVATES ARE PRIVATE

Parts of your body covered by underwear are private. No one should ask to see, or touch them. Sometimes doctors, nurses or family members might have to. But they should always explain why, and ask if it's OK first. No one should ask you to touch or look at parts of their body that are covered by underwear.



A LWAYS REMEMBER YOUR BODY BELONGS TO YOU

It's your body, no one else's. No one should make you do things that make you feel embarrassed or uncomfortable. If anyone tries, tell an adult you trust.

N O MEANS NO

You have the right to say 'no' – even to a family member or someone you love. Remember, you're in control of your body and your feelings are important.



TALK ABOUT SECRETS THAT UPSET YOU

Secrets shouldn't make you feel upset or worried. If they do, tell an adult you trust. You will never get into trouble for sharing a secret that upsets you.

S PEAK UP, SOMEONE CAN HELP

Talk about stuff that makes you worried or upset. An adult you trust will listen, and be able to help. It doesn't have to be a family member.

It can be a teacher or a friend's parent – or even ChildLine.



ChildLine is a service provided by the NSPCC.
0010391. Registered charity numbers 216401 and 500077/17



LEARN THE UNDERWEAR RULE



P RIVATES
ARE PRIVATE

A LWAYS REMEMBER YOUR
BODY BELONGS TO YOU

N O MEANS NO

TALK ABOUT SECRETS
THAT UPSET YOU

S PEAK UP, SOMEONE
CAN HELP



ChildLine
0800 1111

ChildLine is a service provided by the NSPCC.
2011/12, registered charity numbers 219810 and SC037737

NSPCC
Grief to children must stop. FULL STOP.