

*Greenslade  
Primary School  
Child Protection  
And  
Safeguarding  
Policy  
November 2017*

*Staff Training Received on 6<sup>th</sup> November 2017*

## **Designated Child Protection Team**

Designated Safeguarding Lead : David Ashley, Headteacher

Deputy designated Safeguarding Lead: Helen Nichols, Deputy Headteacher.

Named Governor for Child Protection: Jan Bowen

## **Child Protection Statement**

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of different types of abuse and follow our procedures to ensure that children receive effective support, protection and justice.

## **Introduction**

The procedures contained in this policy apply to all staff and governors and are consistent with those of the Greenwich Safeguarding Children's Board (GSCB) and locally agreed procedures.

Greenslade takes seriously its responsibility to protect and safeguard the children in its care and follows the guidance of "Working Together to Safeguard Children March 2013" (due to be updated Dec 17) and "Keeping Children Safe in Education" September 2016, Section 175 of the Education Act, 2002 which states;

"Requires governing bodies of maintained schools and FE colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children."

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### **1 Purpose and Aims**

- 1.1 Greenslade fully recognises its responsibilities for safeguarding children including those in need of protection.
- 1.2 Our policy applies to all staff, governors and volunteers working in the school.
- 1.3 There are **five main elements** to our policy:

- Ensuring we practice safe recruitment in line with national legislation by using at least one suitably trained recruiter on all interview panels and by checking the suitability of staff and volunteers to work with children and ensuring any unsuitable behaviour is reported and managed using the Allegations Management procedures
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan
- Establishing a safe environment in which children can learn and develop.

1.4 We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to
- Ensure children know that there are adults in the school whom they can approach if they are worried
- Include opportunities across the curriculum for children to develop the skills they need to recognise and stay safe from abuse.

## **2 Statutory Framework**

2.1 In order to safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance:

- The Children Act 1989 & 2004
- The Education Act 2002 (section 175)
- The Education (Pupil Information) (England) Regulations 2005
- Keeping Children Safe in Education (DfE 2016)
- Dealing with Allegations of Abuse Against Teachers and Other Staff
- Working Together to Safeguard Children (DfE, 2015)
- Procedures set out by the Greenwich Safeguarding Children Board.

2.2 More specifically, we will:

- Ensure we have a designated senior person for child protection, and deputy senior person for child protection, who have received appropriate training and support for their roles  
Our DSL is David Ashley, our Headeacher.  
Our Deputy DSL is Helen Nichols, our Deputy Headteacher. Both receive training every two years in line with statutory guidance
- Ensure we have a nominated governor responsible for child protection

Our Governor responsible for Safeguarding is Jan Bowen.

- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name and role of the designated safeguarding lead and their deputy
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person for child protection. School leaders ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities in relation to keeping children safe.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations on the school website
- Notify Social Care immediately (on the first day of absence) if there is an unexplained absence of a child on a **Child Protection Plan**
- Contact the child's social worker directly if there is an unexplained absence of a child who is **Looked After**. This may then trigger actions identified in the "Joint Police and Social Care Protocol for Dealing with Children Missing from Care"
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences
- Keep detailed, accurate, secure written records of concerns about children, even where there is no need to refer the matter immediately
- Ensure all safeguarding and child protection records are kept securely, separate from the main pupil file, and in locked locations
- Follow the procedures set out in section 14 of this document, if an allegation is made against a member of staff or volunteer
- Ensure safe recruitment practices are always followed.

### **3 Safeguarding Training**

- 3.1 The Designated Safeguarding Lead (David Ashley – Headteacher) will undertake training on child protection at least once every two years (statutory requirement). As the Head Teacher is the DSL then he meets the training requirements set out in 3.2 below.
- 3.2 The Designated Safeguarding Lead Person (DSL) will attend the GSCB Level 2 "Working Together to Safeguard Children" training, and then undertake refresher safeguarding training at least every two years (statutory requirement).
- 3.3 Any newly appointed DSL will attend the GSCB Level 2 "Working Together to Safeguard Children" training and the local DSL training before taking lead responsibility for safeguarding. The deputy DSL will take a leading role on safeguarding for the short time that the DSL is waiting to receive training
- 3.4 The designated Governor for Safeguarding and Child Protection will undertake

governor safeguarding training at least once every three years

- 3.5 All members of staff will receive training on child protection on an annual basis. Regular briefings will be held to keep staff updated with developments in safeguarding issues.
- 3.6 All new members of staff will receive child protection training as part of their induction programme
- 3.7 Briefings and updates on child protection and safeguarding procedures will be provided on a regular basis, at least annually, but more frequently when necessary, to ensure that all members of staff are familiar with any changes to the school policy as they occur. 8<sup>th</sup> Nov 17 full staff training.
- 3.8 At least one member of every appointments panel will have gained accreditation through Safer Recruitment training (statutory requirement). The school will ensure that there are always sufficient numbers of suitably trained staff or governors in post.

#### **4 The Head Teacher's Roles and Responsibilities re: Safeguarding**

- 4.1 In line with the statutory guidance (DfES, 2014), the Head Teacher will ensure that:
  - "the policies and procedures adopted by the governing body or proprietor are fully implemented, and followed by all staff;
  - sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities, including taking part in strategy discussions and other interagency meetings, and contributing to the assessment of children; and
  - all staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies, where appropriate."

#### **5 The Designated Safeguarding Lead - Roles & Responsibilities**

- 5.1 Broad areas of responsibility proposed for the Designated Safeguarding Lead for child protection.
  - The designated safeguarding lead (the Headteacher )has the status and authority within the school management structure to carry out the duties of the post including committing resources and where appropriate directing other staff. Our deputy is nominated to act in the designated person's absence.
  - Recognise how to identify signs of abuse and neglect and when it is appropriate to make a referral to other agencies.
  - Refer cases of suspected abuse or allegations to the relevant statutory agencies (children's social care or the police).
  - Act as a source of support, advice and expertise to staff within the educational establishment when deciding whether and when to make a referral to relevant statutory agencies.

- Seek advice from and share information with relevant statutory agencies before seeking consent or informing parents of a referral. Where practicable, concerns should be discussed with the family and agreement sought for a referral to children's services **unless** this may, either by delay or the behavioural response it prompts, place the child at risk of significant harm. Liaise with the head teacher or principal (where the role is not carried out by the headteacher or principal) to inform him or her of any issues and ongoing enquiries under section 47 of the Children Act 1989 and police investigations and ensure there is always cover for this role.
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes, such as the Royal Greenwich Early Help Guidance.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and has read the school's child protection policy and procedures, especially new or part-time staff who may work with different educational establishments. The DSL ensures that mechanisms are in place to assist staff to understand and discharge their role and responsibilities in accordance with the document "Keeping children safe in education". Sep 2016.
- Ensure all staff have induction training covering child protection and are able to recognise and report any concerns about children's safety and welfare immediately they arise.
- Feedback and reassure staff who have raised a child protection concern
- Be able to keep detailed, accurate, secure written records of referrals and/or concerns.
- Obtain access to resources and attend any relevant or refresher training courses.
- Ensure the establishment's child protection policy and procedures are updated and reviewed annually and work with the governing body, management committee or proprietor regarding this.
- Ensure parents can see copies of the child protection policy and procedures which alerts them to the fact that referrals about suspected abuse or neglect may be made and the role of the establishment in this.
- Where children leave the establishment ensure their child protection file is provided for any new establishment as soon as possible but transferred separately from the main pupil file.
- The DSL liaises the LBG Virtual School Head (responsible for Looked After Children) to discuss how Pupil Premium funding can be best used to support the progress of looked after children at our the school and meet the needs identified in the child's personal education plan.

## **6 The Governing Body's Roles & Responsibilities re Safeguarding**

6.1 Keeping Children Safe in Education (DfES, 2016) provides the following statutory guidance:

### **Safeguarding arrangements that schools and FE colleges should have in place**

Governing bodies and proprietors are accountable for ensuring their school has effective policies and procedures in place in accordance with this guidance and for monitoring their school's compliance with them. They should ensure that an appropriate senior member of staff is designated to take lead responsibility for dealing with child protection issues, providing advice and support to other staff liaising with the local authority and working with other agencies.

6.2 In light of this statutory guidance the Governing Body will nominate a governor who will be responsible for Safeguarding and Child Protection and will liaise with the DSL on matters relating to Safeguarding and Child Protection.

6.3 The Governing Body will ensure that:

- The school has a child protection policy and procedures in place that are in accordance with local authority guidance and locally agreed interagency procedures, and the policy is made available to parents on request;
- The school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children;
- The school has procedures for dealing with allegations of abuse against members of staff and volunteers that comply with guidance from the local authority and locally agreed interagency procedures;
- A senior member of the school's leadership team is designated to take lead responsibility for dealing with safeguarding and child protection issues, providing advice and support to other staff, liaising with the local authority, and working with other agencies;
- In addition to basic child protection training the designated senior person undertakes training in inter-agency working that is provided by, or to standards agreed by, the GSCB, and refresher training at two yearly intervals to keep his or her knowledge and skills up to date;
- The head teacher, and all other staff who work with children, undertake appropriate training to equip them to carry out their responsibilities for child protection effectively, that is kept up to date by refresher training annually , and temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities;
- The head teacher remedies without delay any deficiencies or weaknesses in regard to child protection arrangements that are brought to his/her attention;
- A member of the governing body (usually the chair) is nominated to be responsible for liaising with the Local Authority Designated Officer (LADO) in the event of allegations of abuse being made against the Headteacher (Contact details of the LADO are given in section 7.4); and
- The Governing Body reviews the child protection policy and procedures annually.

## **7 The Role & Responsibilities of all Staff within School**

All school and college staff members should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

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 interests of the child.

7.1 All staff will ensure they are aware of their responsibilities for safeguarding and child protection in being alert to the signs of abuse and of their responsibility to report and record any concerns. This means that they must:

- Recognise that a disclosure may come directly from the child, or from a third party, e.g. friend, neighbour, other family member. Alternatively, it may be through the suspicion of staff based on a variety of symptoms and knowledge of possible indicators of abuse
- Take seriously any disclosures made to them and provide reassurance to the discloser through their responses and behaviour.

7.2 It is recognised that a child may disclose sensitive information at any time of the day, and in particular this may occur outside of normal lesson time, e.g. break periods or during before/after school club sessions. It is therefore important that **all** the staff are aware of the signs and behaviour which **may** indicate abuse (see section 9 and Appendix 1).

7.3 If any member of staff has a concern about a particular child in their care, they must immediately report their concerns to, and seek advice from the Designated Safeguarding Lead, or in their absence, the Deputy DSL. Staff must provide the Designated Person for Safeguarding with a signed and dated written record of their concerns.

If staff members have any **concerns** about a child (as opposed to a child being in immediate danger) they will need to decide what action to take. Where possible, there should be a conversation with the designated safeguarding lead to agree a course of action, although any staff member can make a referral to children's social care. Other options could include referral to specialist services or early help services and should be made in accordance with the referral threshold set by the Local Safeguarding Children Board.

**If, a child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately.** Anyone can make a referral. Where referrals are not made by the designated safeguarding lead the designated safeguarding lead should be informed, as soon as possible, that a referral has been made. Reporting child abuse to your local council directs you to your local children' social care contact number. – 8921 3172

Our staff have enormous experience and expertise in the field of safeguarding and child protection and opportunity for them to contribute to and shape our safeguarding arrangements and child protection policy.

7.4 If there is an allegation or concerns raised against the Head Teacher, then the process outlined in sections 14.10 and 14.11 of this document will be followed.

### **What school or college staff should do if they have concerns about safeguarding practices within the school**

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and that such concerns will be taken seriously by the senior leadership team.

Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, are in place for such concerns to be raised with the school's senior leadership team.

Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

General guidance can be found at- Advice on whistleblowing

- The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally.

Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

## **8 Royal Greenwich Early Help Guidance**

8.1 The Royal Greenwich Early Help Guidance and the Prevention Strategy sets out arrangements for working together build resilience, prevent and protect from harm. Early help is key to success of the strategy in improving outcomes for our children and young people and working together is the key to the success of early help:

[www.greenwichsafeguardingchildren.org.uk](http://www.greenwichsafeguardingchildren.org.uk)

**All** school and college staff should be prepared to identify children who may benefit from early help.<sup>3</sup> Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In the first instance staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment.

**All** staff should be aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

Currently we support a number of families by liaising with a number of external providers through the TAC process using CAMHS, medical support and care plans, the school nurse, Family Support Workers, our local Children's Centre and in some cases professionals from Social Care. Our SENCO, Bernadette Kearney, is most frequently the key member of staff in these situations although she is not always the "Lead Professional" as this is determined by the needs of the child. Our DSL becomes the Lead Professional if Early Help is directly related to a Safeguarding or Child Protection issue.

## **9 When to be concerned**

9.1 All staff and volunteers must be aware that the main categories of abuse are:

- Neglect
- Physical abuse
- Sexual abuse
- Emotional abuse

Children with special educational needs (SEN) and disabilities 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;

- children with SEN and disabilities can be disproportionately impacted by things like bullying-without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers

Staff are encouraged to be particularly vigilant in monitoring and observing signs and symptoms of abuse for our children with SEN and we provide regular opportunities to share information and discuss situations that cause us concern.

## **9.2 All staff and volunteers must act in accordance with this policy if a child presents with indicators of abuse (see Appendix 1 for details).**

### **10 Dealing with a Disclosure**

10.1 If a child discloses that he or she has been abused in some way the member of staff should:

- Find time and, if necessary, a suitable place to listen to the child, when information about possible abuse comes to light
- Listen to what is being said without displaying shock or disbelief
- Do not make false promises which may not be able to be fulfilled and do not promise confidentiality
- Allow the child to talk freely. Do not cross examine, interview, probe or ask to see any injury that is not visible. Listen, only asking questions when necessary to clarify. Ask open questions such as "Tell me, and How did that happen"
- Not criticise the alleged perpetrator
- Reassure the child that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Explain what has to be done next and who has to be told
- Find out just enough to be sure of the need to refer, and keep any questions open rather than closed
- Make records that are factual, accurate and relevant and avoid subjective judgements. It is not the school's responsibility to 'check out' what any child tells nor should any abuser be questioned.
- Sign and date the record of disclosure
- Speak with the DSL for Child Protection, and provide him/her with the signed, dated written record, using the agreed school proforma, without delay.

10.2 The same approach to receiving a disclosure must be taken if the discloser is not the allegedly abused child but another child or an adult.

10.3 Our school is a referrer, not an investigative agency for child protection matters. An incident may eventually end up as a court case and children's evidence can all too easily

be compromised by leading questions or repeated recital

10.4 When the DSL for Child Protection, or in his absence, the Deputy has been informed, he/she will make the decision whether or not to refer the concern to Social Care. The Multi Agency Safeguarding Hub (MASH) will be consulted when there is uncertainty about whether to refer.

**Consultation Line Tel- 0208 921 2267 or  
The Greenwich Safeguarding Coordinator for Schools on  
0208 921 4438.**

10.5 Referrals will be made as soon as possible by telephone **and the appropriate forms completed and sent at the same time**. Referrals to Children's Social Care must be made to the Multi Agency Safeguarding Hub **(MASH) Tel 0208 921 3172** (see contact details below)

**Multi Agency Safeguarding Hub  
Children's Services'  
Safeguarding and Social Care, 1<sup>st</sup> Floor  
The Woolwich Centre,  
Wellington Street,  
Woolwich, London  
SE18 6HQ**

## **11 Confidentiality**

11.1 Safeguarding children raises issues of confidentiality that must be clearly understood by all staff / volunteers in school. All staff/volunteers in school have a responsibility to share relevant information about the protection of children with other professionals.

11.2 If a child discloses to a member of staff/volunteer and asks that the information is kept secret, it is important that the member of staff / volunteer tells the child in a manner appropriate to the child's age / stage of development that they cannot promise complete confidentiality – instead he/she must explain that he/she may need to pass information to other professionals to help keep the child or other children safe.

11.3 Staff / volunteers who receive information about children and their families in the course of their work shall share that information only within appropriate contexts.

## **12 Communication with Parents**

12.1 Parents and carers will be made aware of the school/service policy through published information and in initial meetings with parent and carers of new children. Parents and carers will be informed that in certain circumstances there may be a need to contact other agencies without first notifying them. This decision will be made in partnership between Education Services and Social Care. It will be made clear that this is a legal obligation and not a personal decision.

12.2 The Governing Body makes this policy available to parents, carers and children through the school website. A hard copy is also available on request.

## **13 Record Keeping**

13.1 The completed forms/records will be kept for the duration of the child's school career and where a child changes school the forms/records will be forwarded to the Link

Teacher at the receiving school.

13.2 The information contained will be regarded as confidential. Any request for access to the information by non-Greenwich Safeguarding Children Board Agencies (e.g. Solicitor, investigating agent) will be referred to the Head teacher/Child Protection Designated Senior Person who is advised to seek legal advice before acting.

### 13.3 Record keeping at School

- I. Member of staff sees/hears/ concern
- II. Member of staff speaks with HT / DSL
- III. Concern sheet completed, signed and dated
- IV. Concerns sheet read and action decided: monitor, speak to parents or inform MASH (If it is a concern for MASH a phone call will be made that day)
- V. Information sharing of vulnerable children to monitor as appropriate
- VI. All areas of concern covered, eating, health, attendance and cuts and bruises etc
- VII. Written feedback given to staff member who had the concern of the action taken  
This is new for us at Greenslade. (Nov 14)

## 14 **Dealing with Allegations against School Staff**

14.1 An allegation is any **information which indicates that a member of staff /volunteer may have:**

- Behaved in a way that has, or may have, harmed a child
- Possibly committed a criminal offence against or in relation to a child
- Behaved towards a child or children in a way which indicates s/he would pose a risk of harm if they work regularly or closely with children.

14.2 This applies to any child the member of staff / volunteer has contact with in their personal, professional or community life.

14.3 To reduce the risk of allegations, all staff and volunteers must be aware of safer working practice and must be familiar with the Government document, '*Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings.*'

14.4 The person to whom an allegation is first reported should take the matter seriously and keep an open mind. S/he should not investigate or ask leading questions if seeking clarification; it is important not to make assumptions. Confidentiality must not be promised and the person must be advised that the concern will be shared on a "need to know basis only".

14.5 Actions to be taken include making an immediate accurate, written record of the allegation using the informant's words – including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record must be signed, dated and immediately passed to the Head Teacher.

14.6 The recipient of an allegation must not unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.

14.7 The Head Teacher will not investigate the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the Local Authority Designated Officer (LADO) for Education, who is Ken Palmer or Henrietta Quartano; contact details are: 0208 921 4438



## Definitions of child abuse

'Child Abuse and neglect' is a generic term encompassing all ill treatment of children including serious physical and sexual assaults as well as cases where the standard of care does not adequately support the child's health or development. Children may be abused or neglected through the infliction of harm or through the failure to act to prevent harm. Abuse can occur in a family, an institutional or community setting. The perpetrator may be known or not known to the child. There are 4 broad categories of abuse which are used for the purposes of registration. These categories overlap and an abused child may suffer more than one type of abuse.

### 1. Physical Abuse

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

### 2. Emotional Abuse

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

- Conveying to the child that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person
- Imposing developmentally inappropriate expectations
- Causing children to feel frightened or in danger e.g. witnessing domestic violence
- Exploitation or corruption of children. Some level of emotional abuse is involved in most types of ill treatment of children, though emotional abuse may occur alone.

### 3. Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening and includes penetrative (i.e. vaginal or anal rape or buggery) and non-penetrative acts. It may also include non-contact activities, such as involving children in looking at, or in the production of pornographic materials, watching sexual activities or encouraging children to behave in sexually inappropriate ways.

### 4. Neglect

Neglect involves the persistent failure to meet a child's basic physical and/or psychological needs; likely to result in the serious impairment of the child's health and development. This may involve failure to provide adequate food, shelter or clothing; failure to protect from physical harm or danger or failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

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

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

## Child Sexual Exploitation (CSE)

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

## Private fostering

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

## Extremist ideology, radicalisation and terrorism

Children and young people can suffer harm when exposed to an extremist ideology which may be social, political or religious in presentation. This harm can range from a child adopting or complying with extreme views which limits their social interaction and full engagement with their education, to children being groomed for involvement in violent actions.

Children can be exposed to harmful, extremist ideology through the impact of extreme beliefs held by relatives/family friends who live with the child, or relatives/family friends who live outside the family home but have influence over the child's life. Older children or young people might self-radicalise over the internet or through the influence of their peer network - in this instance their parents might not know about this or feel powerless to stop their child's radicalisation.

## Indicators of Neglect

Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused.

- 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

### **Indicators of Sexual Abuse**

Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused:

- Sudden changes in behaviour or in school performance
- Displays of affection in a sexual way, inappropriate to age
- Tendency to cling or need reassurance
- Regression to younger behaviour e.g. thumb sucking, acting like a baby, playing with discarded toys
- Complaints of genital itching or pain, or anal pain
- Distrust of a familiar adult, or anxiety about being left with a relative, babysitter or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Apparent secrecy
- Bedwetting, daytime wetting and/or soiling
- Sleep disturbances, nightmares
- Chronic illness, e.g. throat infection, venereal disease or other STD \* Anorexia, bulimia
- Unexplained pregnancy
- Fear of undressing, eg. for sport
- Phobias or panic attacks

### **Indicators of Emotional Abuse**

Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused:

- Physical and/or mental and/or emotional development lags
- Admission of punishment that appears excessive
- Over-reaction to mistakes
- Continual self-deprecation
- Sudden speech disorders
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour eg. thumb sucking, hair twisting, rocking
- Self-mutilation
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Running away
- Compulsive stealing or scavenging

### **Indicators of Physical Abuse**

Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused:

- Unexplained injuries including burns, particularly if they are recurrent
- Improbably excuses given to explain injuries
- Refusal to discuss injuries
- Untreated injuries

- Admission of punishment which seems excessive
- Bald patches
- Withdrawal from physical contact
- Arms and legs covered, even in hot weather
- Fear of returning home
- Fear of medical help
- Self-destructive tendencies
- Aggression towards others
- Running away

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

- Holiday requests made to school for significant lengths of time (Pre warning)
- Long periods of time away from the classroom during the day with bladder or menstrual problems
- Avoidance of P.E.
- Difficulty walking, sitting or standing
- Prolonged absences from school
- Noticeable behaviour changes
- Withdrawal
- Depression
- Recurrent Urinary Tract Infections (UTI) or complaints of abdominal pain

There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi agency statutory guidance on FGM (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage.

### **Further information on so- called 'honour based' violence**

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

#### **Indicators**

There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi agency statutory guidance on FGM (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage.

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

- Inappropriate sexual or sexualised behaviour
- Repeat sexually transmitted infections
- Having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)

- Going to hotels or other unusual locations to meet friends
- Getting in/out of different cars driven by unknown adults
- Going missing from home or care
- Having older boyfriends or girlfriends
- Associating with other young people involved in sexual exploitation
- Truancy, exclusion, disengagement with school, opting out of education altogether
- Unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- Drug or alcohol misuse
- Getting involved in crime
- Injuries from physical assault, physical restraint, sexual assault

## **REASONS WHY SOME PEOPLE MAY NOT REPORT ABUSE**

- The child asks you to keep silent – keep a secret
- Fear of breaking up the family
- Fear of exposing the child to further abuse
- Fear of breaking a trusting relationship with child/family
- Painful memories of your own abusive experiences
- Fear of reprisals to yourself/your children/family
- Fear of presenting evidence in court
- Afraid of misinterpreting or overreacting to the situation
- Assuming another agency is dealing with the problem
- The 'rule of optimism' – everything will work out OK
- Assuming one parent/carer will protect
- Believing the child is fantasising/lying
- Being persuaded by the child's retraction
- Allowing a temporary improvement in the child's situation to distract you from the reality of continuing abuse
- Being unable to comprehend the unbelievable nature of the disclosure
- Not understanding procedures

## **WHY CHILDREN CAN'T TELL ABOUT ABUSE**

- Threats from abuse – withdrawal of 'favours' or physical threats – may be implicit derived from abuse of power
- Threats from peers also involved in abuse
- May think s/he is to blame and fear arrest
- Fear the loss of the child's world – family, school etc.
- May be emotionally dependent on abuser
- May have compartmentalised abuse
- Thinks won't be believed
- Low sense of self-esteem makes disclosure difficult
- May not realise sexual abuse is a crime – thinks its normal
- May not wish to betray abuser
- May fear exposure and particularly public exposure
- May be ambivalent about sexual identity or feel guilt about taking part in abuse
- Lack of faith in justice system particularly for children with disabilities and from ethnic minorities
- Hasn't got adult permission to tell
- Lack of appropriate language skills

## **WHY REFER?**

- Children have the right to be safe

- Adults have a responsibility to protect children
- Abuse is damaging
- Child abuse exists in a world of secrecy and silence – the cycle of abuse has to be broken
- You only have one small piece of a jigsaw
- Children rarely lie about abuse
- An abuser may well have many other children who also have a right to protection

### **MAKING A DECISION Child**

- What are the risks to the child?
- Have I checked out these risks with others working with the child?
- Are the risks worth taking now?
- What will be the gain to the child of doing nothing?
- What will be the loss to the child of doing nothing?
- Have I considered how the losses and gains might alter the time it takes for the interventions to work?
- Will other children be affected?

### **Personal Context**

- Do I have the necessary information?
- Might I be missing something in the current hypothesis of the case?
- Do any of my observations/assessments or those of others not fit into the hypotheses?
- Do I have a strong feeling for or against the carer or the child?
- Does my hypothesis match my intuition?
- Am I qualified to make this decision?

### **The Action**

- What action should be taken?
- Who will take the action?
- Are there any other resources to be used?
- When will I review actions and re-evaluate risk?
- How will I recognise success?
- How will I recognise failure?
- Are relevant professionals aware of and in agreement with the actions?
- Is the carer aware of and in agreement with the action?

### **APPENDIX 2: Record Keeping and Referral Guidance**

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

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

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

## **Initial Concerns**

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

Please ensure that the following information is recorded:

- time, date, place and people who were present
- exact details of what was said by the child and/or others (no interpretation or opinion)
- the child's emotional or physical condition
- details of the behaviour(s) causing concern and the context in which it occurred

Details of injuries, marks or bruises - the position of these must be marked on the appropriate body drawing and suitably annotated to provide further detail (number, length of marks, description of marks, colour of marks/bruises etc.)

Other details which you feel are relevant - including information about previous incidents which may not have been reported but now seem relevant

## **Ongoing Concerns/Monitoring**

- Staff in regular contact with a child may be required to keep a running record noting
- information about particular aspects of a child's behaviour, physical and/or emotional
- condition or remarks they may make - either because concerns are ongoing or as part of a
- child protection plan. These need to be written on purple incident sheets and handed to the DCPO.
- Any records passed to the CP Officer electronically must be password protected.

Concerns forms must be handed to the DCPO on paper and not sent electronically.

## **Referrals**

The designated teacher must keep detailed, contemporaneous notes of:

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

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

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

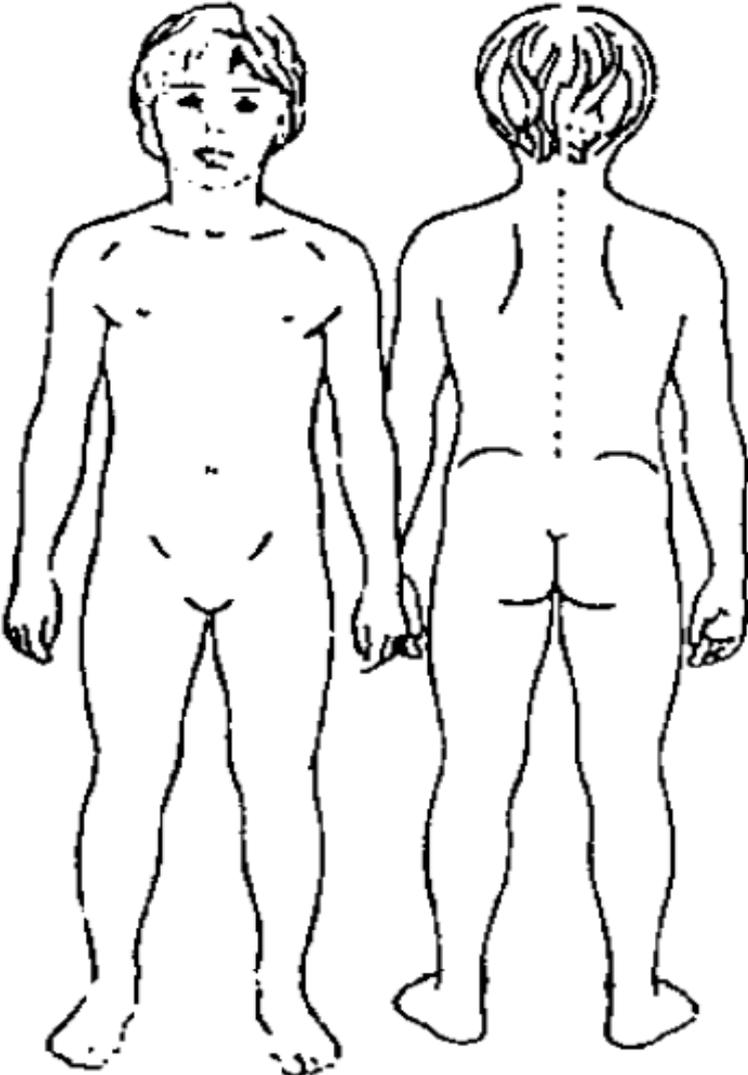
Reports for child protection conferences or core group meetings must be written on the agreed pro-forma. They should focus on the child's educational progress and achievements, attendance, behaviour, participation, relationships with other children and staff and, where appropriate, their appearance and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

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

## **Appendix 3**

**Note of Concern Form to be attached**

Body Map



Child's Name: ..... Date: .....

**APPENDIX 4:** Keeping Children Safe in Education (Summary Document)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/354151/Keeping children safe in education Information for staff.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/354151/Keeping_children_safe_in_education_Information_for_staff.pdf)

**APPENDIX 5:** Greenwich Referral Form

<https://ex2007.lgflmail.org/owa/attachment.ashx?attach=1&id=RgAAAC5a7FkUJcEQ633cA9DCWuCBwB5gkjiq6CAS7BO%2fzT2ieZ1ARIUJX2iAAA7A7bIVY4bToRI%2f5Zid90xANhM%2fMCfAAAJ&attid0=EABtHS0kvk62RKQsigePYuMq&attcnt=1>

REVIEW OF POLICY

A version of this policy was shared by the Local Authority as a model to follow in November 2016. It was adapted by Headteacher and Designated Child Protection Officer in November 2016. It was shared with staff and Governors in November 2016.

It will be reviewed by staff and Governors following training in November 2017

A copy of this document has been agreed by the Governing Body.

Date Completed: .....

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
(Headteacher)

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
(Chair of Governors)

