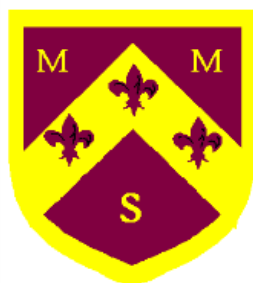


Child Protection Framework Policy for Schools

Maids Moreton CE School



Revised July 2018

This policy was adopted on: November 2018

The policy is to be reviewed by annually by the Governing Body:

Review Date: November 2019

This policy was adopted on (date).....

The policy is to be reviewed by (date).....

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1 Contacts

1.1 School contacts

- Head Teacher [[Keira Ainsworth-01280 812058](#)]
- Designated Safeguarding Lead (DSL) [Keira Ainsworth 01280 812058](#)
- Additional Designated Safeguarding Lead(s): [Dawn Burman 01280 812058](#)
- Nominated Governor: [David Owen 01280 813111](#)
- Chair of Governors: [David Owen 01280 813111](#)

1.2 Contacts in County

- Education Safeguarding Advisory Service 01296 382912
- Education Safeguarding Advisor 01296 382732
- First Response Team (including Early Help, Channel) 01296 383962
- Local Authority Designated Officer (LADO): 01296 382070
- RU Safe? (Barnardos - Child Sexual Exploitation Service) 01494 461112
- Children's Services, Out of Hours: 0800 999 7677
- Equalities Manager/Management of Bullying/Prevent Lead for schools
01296382461
- Thames Valley Police 101(999 in case of emergency)
- [Buckinghamshire Safeguarding Children Board](#)
for procedures, policies and practice guidelines
- [Bucks Family Information Service](#) 0845 688 4944
- [Schools Web](#)
School bulletin, Safeguarding links, A-Z guide to information and services

1.3 Other contacts

- NSPCC 0800 800 5000
- Childline 0800 11 11
- Kidscape Bullying Helpline 0845 1205 204
- Female Genital Mutilation 0800 0283550
Email: fgmhelp@nspcc.org.uk
- Samaritans 0845 790 9090
- [CEOP](#) (Child Exploitation and Online Protection)
- Foreign and Commonwealth Office (Forced Marriages Section) 0207 008 0151
- Crimestoppers 0800 555 111

2 Introduction

At **Maids Moreton CE School** we believe a child centred approach is fundamental to safeguarding and promoting the welfare of every student. A child centred approach means we strive always to keep the child in focus when making decisions about their lives and working in together with them, their families as well as partner agencies. All staff are expected to be vigilant to the needs of our students.

2.1 This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; and in line with the following:

- ‘Working Together to Safeguard Children 2018’
- “Keeping Children Safe in Education”- statutory guidance for schools and further education colleges. Sept 2018
- Buckinghamshire Multi-Agency Information Sharing for Children, Young People & Families – Code of Practice for sharing personal information, March 2015.(Currently under review July 2018)
- Children Missing Education; Statutory Guidance for Local Authorities Sept 2016
- Statutory Guidance issued under section 29 of the Counter-Terrorism and Security Act 2015

- Sexual Violence and Sexual Harassment between Children – May 2018
- The Equality Act 2010
- The United Nations Convention on the Rights of the Child (UNCRC)

2.2 We believe clear governance and leadership is central to imbedding a safeguarding culture. The Governing Body takes seriously its responsibility under section 175 of the Education Act 2002 (section 157 for Independent schools) to safeguard¹ and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements are in place within our school to identify, assess, and support those children who are suffering harm or whose welfare may be in question. Governors will ensure all staff at the school have read and understood their responsibilities pertaining to Part 1, Part 5 and Annex A of Keeping Children Safe in Education Sept 2018 and have an auditable system in place to evidence this. In addition all staff are required to read and adhere to the Staff Code of Conduct which governs behaviours expected of them as well as having an understanding of the Behavioural Policy for children and our Attendance Policy

2.3 We recognise all staff² and Governors have a full and active part to play in protecting our pupils from harm and actively promoting their welfare and that the child's welfare is our paramount concern.

2.4 All staff believe our school should provide a safe, caring, positive and stimulating environment that promotes the social, physical and moral development of the individual child.

2.5 School recognises that as well as threats to the welfare of children from within their families, children may be vulnerable to abuse or exploitation outside their homes and from other children. Staff will remain vigilant and alert to these potential risks

2.5 The aims of this policy are:

- 2.5.1 To support students' development in ways that will foster security, confidence and resilience, free from discrimination

¹ Safeguarding (as defined in the Joint Inspector's Safeguarding report is taken to mean "All agencies working with children, young people and their families take all reasonable measures to ensure that the risk of harm to children's welfare are minimised" and "where there are concerns about children and young people's welfare, all agencies take all appropriate actions to address those concerns, working to agree local policies and procedures in full partnership with other agencies"

² "Staff" covers ALL adult staff on site, including temporary, supply and ancillary staff, and volunteers working with children

- 2.5.2 To provide an environment in which children and young people feel safe, secure, valued and respected and feel confident that they know how to approach adults if they are in difficulties.
- 2.5.3 To ensure all teaching and non-teaching staff, are aware of the need to safeguard and promote the wellbeing of children, identifying the need for support early to promote well-being and promptly reporting cases of actual or suspected abuse.
- 2.5.4 To provide a systematic means of monitoring children known or thought to be at risk of harm and ensure we, the school, contribute to assessments of need and support plans for those children.
- 2.5.5 To acknowledge the need for effective and appropriate communication ensuring staff know how and when to share information to protect children in a way that is legal and ethical.
- 2.5.6 To ensure our school has a clear system for communicating concerns and a model for open communication between children, teachers, parents and other adults working with children.
- 2.5.7 To underpin a structured procedure within the school, which will be followed by all members of the school community in cases of suspected abuse.
- 2.5.8 To ensure the school have robust systems in place which accurately records safeguarding and child protection concerns, which are clearly understood by staff and adhered to. Actions taken to address concerns and outcome achieved are clearly and accurately recorded and these records are appropriately stored.
- 2.5.9 To develop effective working relationships, guided by the Threshold document, with all other agencies involved in safeguarding and promoting the needs of children at our school.
- 2.5.10 To ensure that all staff appointed within our school, have been through the safer recruitment process and understand the principles of safer working practices as set out in our Staff Code of Conduct, which stipulates their duty to challenge and report where behaviours of colleagues may have stepped outside of agreed safe practices.
- 2.5.11 To provide clarity to other community users of our facilities with regard to our expectations of how they should maintain a safe environment which supports children's welfare and development.

3 Responsibilities

3.1 All staff understand safeguarding children is **everyone's responsibility**.

Any member of staff, volunteer or visitor to the school who receives a disclosure of abuse, an allegation or suspects that abuse may have occurred will report it immediately to the DSL (see contact sheet) or, in their absence, to the Additional DSL [see contact sheet]. In the absence of either of the above, concerns will be brought to the attention of the most senior member of staff on site. Staff understand if there is an immediate risk of harm then they call the police or First Response directly and update the DSL at the earliest opportunity .(See Flow chart attached Appendix...).

- Staff will ensure the child is in a safe place and in receipt of support should this be needed
- Staff will initially make a verbal report to the DSL to alert them to the safeguarding/child protection concern arising
- Staff will then follow this up, making a written report using the school record keeping process
- All concern forms will be **completed electronically and forwarded to the DSL, marked as strictly confidential**.
- Staff will ensure the **time and date** of the incident is recorded
- A factual account of the incident will be given, including **who** was involved, **what** was said/seen/heard, **where** the incident took place, and any preceding information which may have prompted the event
- Staff will sign and date the report giving details of their role within school
- The DSL will record when the report was passed to them and what action was taken alongside any outcomes achieved. Further details of our processes are covered in Section 7 which deals with Confidentiality

3.2 The Governing Body understands and fulfils its safeguarding responsibilities. It will:

3.2.1 Ensure the school Child Protection Policy reflects the unique features of the community it serves and the needs of the students attending its provision. This will be reviewed at least annually.

3.2.2 Monitor and evaluate the effectiveness of the Child Protection Policy and be satisfied that it is being complied with.

3.2.3 Appoint a Designated Safeguarding Lead (DSL) and deputy who are senior members of staff within the leadership team with the required level of authority. The roles and responsibilities of the DSL and deputy DSL are made explicit in those post-holders' job descriptions.

3.2.4 Recognise the importance of the role of the DSL, ensuring s/he has sufficient time, training skills and resources, as necessary to be effective

3.2.5 Ensure measures are in place to have oversight of how the school's delivery on its responsibilities are exercised and evidenced, following up with the Head Teacher any identified gaps in practice or where procedures may not have been followed

- 3.2.6 Recognise the contribution the school can make to helping children and young people keep safe, through incorporation of safeguarding within the curriculum
 - 3.2.7 Ensure safe and effective recruitment policies and disciplinary procedures in place, which adhere to *Keeping Children Safe in Education (KCSiE) (Sept 2018)* and legislation referred to therein.
 - 3.2.8 Ensure the needs of pupils for early intervention and Child Protection, are fully understood and resources allocated to meet identified needs.
 - 3.2.9 Supports the DSL to complete an Annual Safeguarding Report for Governors, demonstrating how our school is meeting its statutory responsibilities for safeguarding and promoting the welfare of children, ensuring a copy of this report is shared with the Education Safeguarding Advisory Service within the recommended time frame.
- 3.3 It will be the duty of the Chair of Governors (see contact details] to liaise with relevant agencies if any allegations are made against the Headteacher. If there are concerns that issues are not being progressed in an expedient manner, staff /student/parents should escalate concerns directly to the Local Authority Designated Officer (LADO tel; 01296 382070)
- 3.4 The Nominated Governor for Child Protection will be familiar with Buckinghamshire LSCB procedures, Local Authority procedures and guidance issued by the Department for Education.
- 3.5 The Nominated Governor will:
- 3.5.1 Work with the DSL to produce the Child Protection Policy.
 - 3.5.2 Undertake the training available for Nominated Governors.
 - 3.5.3 Ensure child protection is, as a minimum, an annual agenda item for the Governing Body.
 - 3.5.4 Meet regularly with the DSL to review and monitor the school's delivery on its safeguarding responsibilities.
- 3.6 We have a Designated Safeguarding Lead (DSL) who is responsible for:
- 3.6.1 Creating a culture of safeguarding where children are protected from harm. Ensuring children receive the right help at the right time using the Threshold Document to inform plans for support or protection (see Appendix 1 for definitions of the categories of abuse)

- 3.6.2 Ensuring referrals to partner agencies are followed up in writing, within 24 hrs of initial contact.
- 3.6.3 Establishing and embedding a policy and process for recording and storing information about child protection concerns and outcomes achieved, enabling records to be reviewed and an overview gained, to support timely interventions and allowing prompt follow up, if it is felt the needs of the student are not being met. This includes use of the Escalation Process found on the BSCB website.
- 3.6.4 Ensuring records are up to date and staff are supported to differentiate between fact/ opinion/ hearsay and are maintained in accordance with data protection.
- 3.6.5 Ensuring records are stored safely and securely and remain confidential. The DSL will share information on a 'need to know' basis only and in accordance with the confidentiality policy. All child protection files are held separately from pupil records, with a front sheet and a chronology.
- 3.6.6 Creating a culture of safeguarding and vigilance within the school, beginning with ensuring all staff receive an appropriate level of induction and training to support them to be professionally curious, to question behaviours and to "think the unthinkable" if they have concerns for a student
- 3.6.7 Acting as a focal point for staff to be able to discuss and share their concerns, supporting staff to formulate their thinking and be part of planning to address issues raised, liaising with other agencies and professionals to achieve change.
- 3.6.8 Being available to staff during school hours and term time for consultation and advice on safeguarding concerns raised. In their absence the DSL will ensure the deputy is available (The DSL and the Deputy are both trained to the same level within our school)
- 3.6.9 Ensuring arrangements are in place support staff outside of these times if students are off site and accompanied by staff.
- 3.6.10 Contributing effectively to multiagency working for the purpose of safeguarding and promoting the welfare of students, participating in Strategy discussions and attending Child Protection Case Conferences, submitting reports to the conference, which will be shared in advance with the parents. Contributing effectively to core group meetings, or other multi-agency planning meetings and contributing to the Framework for Assessments process.
- 3.6.11 Providing the Headteacher (if the head is not the DSL), with an annual report for the Governing Body, detailing how school delivers on its safeguarding responsibilities and any child protection issues

within the school. The Governing Body will use this report to fulfil its responsibility to provide the LA with information about their Safeguarding policies and procedures.

- 3.6.12 Meeting regularly (suggest minimum of once a term) with the Nominated Governor to share oversight of safeguarding provision within the setting, monitor performance and develop plans to rectify any gaps in delivery noted.
- 3.6.13 Meeting the statutory requirement to keep up to date with knowledge, enabling them to fulfil their role, including attending relevant training
- 3.6.14 Referring to the Police any cases where a criminal offence may have been committed or risk of harm is imminent.
- 3.6.15 Retaining overall responsibility for the safeguarding of students although tasks may be delegated to other members of the safeguarding team at the school.

4 Procedures

Our school procedures for safeguarding and protecting children from harm are in line with Buckinghamshire County Council and Buckinghamshire Safeguarding Children Board Child Protection Procedures, “Working Together to Safeguard Children 2018” and “Keeping Children Safe in Education” 2016 and statutory guidance issued under section 29 of the Counter-Terrorism and Security Act 2015

4.1 We will ensure:

- 4.1.1. We have a designated member of the Senior Leadership Team who has undertaken appropriate training for the role, as recommended by BSCB. Our Designated Safeguarding Lead (DSL) will be required to update their training in accordance with the Learning Pathway agreed by the LSCB.
- 4.1.2. We have a member of staff (*Additional/Deputy Safeguarding Lead*) who will act in the DSL’s absence who has also received training for the role of DSL and who will have been briefed in the role. In the absence of an appropriately trained member of staff, the Headteacher will assume this role.
- 4.1.3. All adults (including supply teachers and volunteers) new to our school, are made aware of the school’s policy and procedures for child protection, the name and contact details of the DSL, their role and responsibilities under Keeping Children Safe in Education 2018 and the booklet “What to do if You’re Worried a Child is Being

Abused". They will have these explained, as part of their induction into the school.

- 4.1.4. All members of staff are required to attend annual training opportunities arranged or delivered by the DSL, in order to develop their understanding of the signs and indicators of abuse, how to respond to a pupil who discloses abuse and the procedure to be followed to promote a child's welfare. Staff are supported to further develop their understanding as mechanisms are in place to enhance this via team meetings, newsletters and email updates.
- 4.1.5. All parents/carers are made aware of the school's responsibilities in regard to child protection procedures through this Policy which is available on our website . Hard copies are also available from the school office. Further reference is made to this in our prospectus/brochure and in our home school agreement
- 4.1.6. Through our Attendance Policy, we have in place a robust system for monitoring attendance and will act to address absenteeism with parents and pupils promptly to effect change and identify any safeguarding issues arising .
- 4.1.7. All children attending our school are required to have a minimum of two identified emergency contact. This is to support prompt communication in the event of a serious incident or a child missing from school
- 4.1.8. Parents are required to notify the school, either by telephone or Parentmail, if their child is absent before the start of the school day. Where no contact has been made by parents by 9.20am, the school administrator will phone the parents directly.
- 4.1.9. Any pupil absent for ten school days, where it has not been possible to make contact with a parent/carers, will be reported as a Child Missing in Education using the CME Protocol.
- 4.1.10. Any absence of two consecutive school days, without satisfactory explanation, of a pupil currently subject to a child protection plan is immediately referred to their social worker.
- 4.1.11. Parents must inform school if there are any changes to where a student will be living. School has a mandatory duty to inform the local authority Via the First Response Team, if a child under the age of 16 yrs, lives with someone other than their parent, step-parent, aunt, uncle or grandparent for a period of more than 28 days. This is defined as being a private fostering arrangement
- 4.1.12. All staff, parents/carers and children are made aware of the school's escalation process via the Safeguarding section of the school

website, which can be activated in the event of concerns not being resolved after the first point of contact. We acknowledge an individual's safeguarding responsibility does not end once they have informed the DSL of any concerns, although specific details of further actions may be appropriately withheld by the DSL as information will only be shared on a need to know basis.

- 4.1.13. Our lettings policy reflects the ongoing responsibility the school has for safeguarding those using the site outside of normal school hours, ensuring the suitability of adults working with children on school sites at any time. This includes the purpose of the letting when for religious or political reasons
- 4.1.14. Community users organising activities for children are made aware of and required to demonstrate their understanding of the need for compliance with the school's child protection guidelines and procedures, as part of their use of our facilities.
- 4.1.15. The school operates Safe Recruitment practices including ascertaining the suitability of employed staff and volunteers in regulated activities. Checks will be made through the Disclosure and Barring Service and the National Teachers Council's Prohibition List, as recommended by Buckinghamshire County Council and in line with current legislation.
- 4.1.16. We apply the same level of scrutiny to staff employed via an agency, ensuring their identities, qualification and suitability to work safely with children.
- 4.1.17. Allegations against members of staff are referred to the Local Authority Designated Officer (LADO). There are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned. The school recognises that this is a legal duty and a failure to refer when the criteria are met is a criminal offence.
- 4.1.18. Our procedures are reviewed and updated annually as a minimum.
- 4.1.19. The name of the DSL is clearly displayed around the school in appropriate locations including Reception and the staff room, with a statement explaining the school's role in referring and monitoring cases of suspected abuse. The DSL will be available during school hours and term time to support safeguarding within our school.

5 Prevention including Preventing Radicalisation

- 5.1.1 We recognise school plays a significant part in the prevention of harm to our student by providing effective lines of communication with trusted

adults, supportive friends and an ethos of protection. We include within this the emotional wellbeing of our students and recognise the role school plays in identifying vulnerability and preventing the political indoctrination of pupils either by self-radicalisation or through exposure to extremist views. **As such we have a school Preventing Radicalisation Policy which is shared with all stakeholders and published on our school website.**

- 5.1.2 We are aware of the Prevent Duty to protect young people from radicalisation and extremism. At our school we view this as a safeguarding matter like any other and these processes will be applied to support children and their families where vulnerabilities are identified, invariably this will require us to work with partner agencies to support and protect the vulnerable student.
- 5.1.3 Concerns regarding the conduct or behaviour of a student, where it is believed they are vulnerable to extremism, will follow the same process of reporting as with any other safeguarding concern. A referral will be made to the First Response Team and passed by them to the Channel coordinator.
- 5.1.4 All school staff are required to attend training to support them to identify a range of safeguarding and child protection matters, helping them to recognise and respond appropriately should concerns arise, supporting them to act on or escalate concerns.
- 5.1.5 Whilst a central part of our work with students is to support them to stay safe whilst on-line, we also have in place appropriate web filtering systems so that young people cannot view potentially extreme material, which we also monitor.
- 5.1.6 We recognise some students because of their life experiences or additional needs including SEN, may be disproportionately affected by the behaviours of their peers or vulnerable to the influence of others. We will work in partnership with colleagues in other agencies to promote the wellbeing of this cohort of students

5.2 The school community will therefore:

- 5.2.1. Establish and maintain a safeguarding ethos, which is understood by all staff, enabling students to feel secure. Ensure all students know there are staff in the school whom they can approach if they are worried or in difficulty. Encourage students to share their worries, knowing that they will be listened to.
- 5.2.2. Receive focused annual training to support learning and understanding of the changing landscape of safeguarding which is underpinned by legislation and includes issues such as FGM,

themes of exploitation and management of sexual violence and sexual harassment.

- 5.2.3. Understand safeguarding and protection of students has to be view within the context of the students lived experience and the factors around him/her which may impact on this; friends, family school and their community
- 5.2.4. Provide, across the curriculum, opportunities which equip children with the skills they need to stay safe from both physical and emotional harm and to know to whom they should turn for help.
- 5.2.5. Ensure staff work effectively with partner agencies to seek advice support and guidance, drawing on multi agency expertise, knowledge and experience to support students at risk of harm including emotional and intellectual harm via social media and use of the internet.
- 5.2.6. Be sensitive and alert to the possibility of the risk some children's behaviours may pose to their peers. Staff will be supported by the DSL to assess and act on concerns highlighted to ensure school remains a safe place to learn.

6 Supporting Children

- 6.1 We recognise the young minds of our students can be vulnerable and may be exploited by others, therefore staff will be alert to the signs of vulnerability and/or susceptibilities to violent extremism, grooming or indoctrination and report concerns via our child protection procedures
- 6.2 We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm, we therefore take our responsibilities seriously
- 6.3 We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn. Research also tells us that children with special needs are at an increased risk of abuse. Changes in mood, patterns of behaviour, injury and responses to stimulus around them may be wrongly attributable to their disability. Staffs are therefore trained to **question behaviours** and be **professionally curious** about changes noted, all staff are required to be prepared to "think the unthinkable", raise the concern and ensure safeguards are in place. We recognise children with communication difficulties may be especially vulnerable and for this reason we link behaviour with safeguarding, "listening to behaviours" acknowledging not all children will be able to verbalise what may be troubling them
- 6.4 Staff understand the need for a culture of vigilance to be present in the school to support safeguarding. This includes awareness and sensitivity to

changes in the attitudes of students, which may indicate they are at risk of radicalisation.

6.5 The changing landscape of safeguarding and protecting children from harm requires staff to be aware of children being trafficked both from abroad and locally as part of ongoing exploitation, financial or sexual. Our admissions process will therefore ask for proof of identification and who has parental responsibility for a student – If parents go through County this process will have been initiated by them. We will however ask parents/carers to update contact details and alert us to changes of address or care arrangements within 48 hrs.

6.6 Through training, staff are aware that children's behaviours may pose a risk to their peers. Behaviours may range from bullying to those which are sexually abusive.

6.7 Our school will support all pupils by:

6.7.1. Encouraging the development of self-esteem, resilience and critical thinking in every aspect of school life including through the curriculum.

6.7.2. Promoting a caring, safe and positive environment within the school.

6.7.3. Monitoring all absences from school and promptly addressing concerns about irregular attendance with the parent/carers.

6.7.4. Liaising and working together with all other support services and those agencies involved in the safeguarding of children and using the expertise and resources of colleagues in other service areas to promote the welfare of students.

6.7.5. Ensuring staff work with Prevent Officers and the Channel Panel to support and safeguard if a student is thought to be vulnerable to or espousing radical political ideologies.

6.7.6. Liaising with the parent/carers, GP and/or school nurse to ensure that an appropriate care plan is in place if a pupil has medical needs.

6.7.7. Developing a good working knowledge of the Threshold Document and how it can be used to safeguard and promote the wellbeing of students, informing the notification to Social Care (First Response) as soon as there is a significant concern.

6.7.8. Ensuring that a named teacher is designated for Children Looked After and that an up to date list of children who are subject to a Care Order or are accommodated by the County Council is regularly reviewed and updated. We will work with the Virtual Schools Team to support the educational attainment for children looked after at our

school.

6.7.9. Staff are sensitive to the needs of children who are “looked after”, recognising they are likely to have encountered difficulties and challenges which may mean they are disproportionately affected by the behaviours of their peers, e.g., teasing, bullying or when negotiating relationships.

6.7.10. Seeking appropriate advice, support and guidance to enable us to critically evaluate safeguarding information and concerns, and to act on them appropriately.

6.7.11. Providing continuing support to a pupil (about whom there have been concerns), who leaves the school by ensuring that such concerns and school medical records are forwarded under confidential cover to the Designated Safeguarding Lead at the pupil’s new school as a matter of urgency/ within the first term.

6.8 Our school has a Work Experience Policy and procedures which comply with national and local guidance and which are regularly reviewed and updated.

6.9 We are aware of our responsibilities for the safeguarding of pupils who are educated off site or who are in alternative provision and work with Bucks County Council to monitor and review this.

6.10 At our school we work hard to understand the impact on children of living in families experiencing difficulties relating to mental ill-health and/or substance misuse and/or domestic violence and know that the child/ren might experience abuse or neglect as a result of these difficulties.

6.11 The DSL along with the rest of our staff have received training to recognise and respond appropriately should suspicions arise. Ensuring signs and indicators are progressed to inform plans of support.

6.11.2 Pupils are encouraged to seek help and support and are provided with information about how to access this, if they are encountering problems at home or elsewhere.

6.11.3 Whilst we strive to work together with families, staff understand that sharing information with parents may not always be appropriate and ensure that decisions of this nature are made in partnership with Children’s Social Care or the police.

7 Confidentiality

7.1 We recognise that all matters relating to child protection are confidential.

- 7.2 The Headteacher **who is the** Designated Safeguarding Lead will disclose personal information about a pupil to other members of staff on a need to know basis only. This will be governed by BSCB Information Sharing Protocols.
- 7.3 All staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 7.4 Staff will not keep duplicate or personal records of child protection concerns. All information will be reported to the Designated Safeguarding Lead and securely stored only in the designated location within the school, separate from the pupil records.
- 7.5 Provision is in place for the information to be accessed, in the absence of the DSL, in an emergency.
- 7.6 All staff are aware they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another. Staff will however reassure the child that information will only be shared with those people who will be able to help them and therefore need to know
- 7.7 We will always undertake to share our intention to refer a child to Social Care (First Response) with their parents /carers, unless to do so could put the child at greater risk of harm or impede a criminal investigation. If in doubt, we will consult with the ESAS or Social Care on this point.
- 7.8 In the event of a child disclosing abuse staff will;
- Listen to the child. Allowing the child to tell what has happen in their own way, and at their own pace. Staff will not interrupt a child who is freely recalling significant events.
 - Remain calm. Be reassuring and supportive but will endeavour to not respond emotionally.
 - Not ask leading questions. Staff are reminded to ask questions only when seeking clarification about something the child may have said. Staff are trained to use TED; Tell, Explain, Describe.
 - Make an accurate record of what they have seen/heard using the schools record keeping processes, recording; times, dates or locations mentioned, using as many words and expressions used by the child as possible Staff will not substitute anatomically correct names for body part names used by the child. Any words which are unclear to the staff member will be spelt phonetically
 - Reassure the child that they did the right thing in telling someone; they will reassure the child that they have not done anything wrong.

- Staff will explain to the child what will happen next and the need for the information to be shared with the DSL
- In the unlikely event the DSL and deputy DSL not being available, staff are aware they must ring First Response for advice.

If there is immediate risk of harm to a child Staff will NOT DELAY, and will ring 999

- The child will be monitored/accompanied at all times following a disclosure, until a plan is agreed as to how best they can be safeguarded

8 Supporting Staff

- 8.1 We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.
- 8.2 We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support if necessary. This could be provided by the Headteacher or another trusted colleague, Occupational Health, and/or a representative of a professional body or trade union, as appropriate.
- 8.3 In consultation with all staff, we have adopted a Code of Conduct for staff at our school. This forms part of staff induction and is in the staff handbook. We understand that staff should have access to advice on the boundaries of appropriate behaviour in order to define and underpin the safe working practices adhered to within our school.
- 8.4 All staff are required to sign that they have read, understood and agree to comply with the agreed standards of practice set out in the staff Code of Conduct.
- 8.5 We recognise that our DSL(s) should have access to support (as in 8.2 above) and appropriate workshops, courses or Forums as organised by the County Council.

9 Allegations against staff

- 9.1 All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults. (See also 8.3 above) There should be no 1;1 contact between staff and students which is not “open to the casual observer”
- 9.2 Staff should be aware of the school’s behaviour/discipline policy/Code of Conduct. This can be found [on the school website](#).

- 9.3 We understand that a pupil may make an allegation against a member of staff. If such an allegation is made, the member of staff notified of the allegation will immediately inform the Headteacher or the most senior teacher if the Headteacher is not present.
- 9.4 The Headteacher/senior teacher on all such occasions should immediately discuss the content of the allegation with the Local Authority Designated Officer (LADO). The purpose of an initial discussion is for the LADO and the case manager to consider the nature, content and context of the allegation and agree a course of action.
- 9.5 The Head Teacher/ Senior Teacher will;
- 9.5.1 Follow all advice given by the LADO throughout the investigation process, including how to manage the staff member or volunteer against whom the allegation is made, as well as supporting other staff and volunteers within the workplace
 - 9.5.2 Follow all advice given by the LADO relating to supporting the child or young person making the allegation, as well as other children and young people connected to the organisation
 - 9.5.3 Ensure feedback is provided to the LADO about the outcome of any internal investigations within your agency
- 9.6 If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult the LADO (as in 9.4 above) without notifying the Headteacher first.
- 9.7 The school will follow the County Council's procedures for managing allegations against staff, a copy of which can be found in **the head teacher's office**.
- 9.8 Suspension of the member of staff against whom an allegation has been made needs careful consideration, and we will consult with the LADO (as in 9.4 above) in making this decision, as well as being guided by HR.
- 9.9 If a suspension is made, (as in 9.6 above) restrictions will apply to all staff regarding contact whilst suspended including the use of social media such as Facebook and Twitter.
- 9.10 Our lettings agreement for other users requires that the organiser will follow the County Council procedures for managing allegations against staff and, where necessary, the suspension of adults from school premises.

10 Transfer of Risk

10.1 Should an individual staff member or volunteer be involved in child protection, other safeguarding procedures or Police investigations in relation to abuse or neglect, they must inform the Head Teacher. In these circumstances, the school will need to assess whether there is any potential for risk of transfer to the workplace and the individual's own work with children or young people.

11 Whistleblowing

11.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. For this reason we have a separated Whistleblowing Policy which can be found **in the head teacher's office**. Staff are required to familiarise themselves with this document during their induction period.

11.2 All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. If necessary, they should speak to the designated 'Whistleblowing' Governor or the Local Authority Designated Officer (LADO).

11.3 A tool to support safeguarding concerns to be reported can be found on our website which has the Dept.for Education " Report a concern" button.

12 Physical intervention/Positive handling

12.1 Our policy on physical intervention/positive handling by staff is set out separately, as part of our Behaviour Policy. It complies with the Department for Education Guidance, 'The Use of Reasonable Force, Advice for Headteachers, Staff and Governing Bodies' July 2013. Use of Reasonable Force, 2013. This policy states that staff may only use 'reasonable force', meaning no more force than is needed, to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. It is always unlawful to use force as a punishment.

12.2 Headteachers and authorised staff can use such force as is reasonable in the circumstances to conduct a search for the following 'prohibited items': knives and weapons, alcohol, illegal drugs, stolen items, cigarettes and tobacco, fireworks, pornographic images, or any article that has been or is likely to be used to commit an offence, cause personal injury or damage property.

12.3 If the use of force is necessary, reasonable adjustments for disabled children and children with special educational needs will be made.

12.4 Any use of force or restraint will be recorded and signed by a witness. The parent/carer will be informed of the incident.

12.5 Staff who are likely to need to use physical intervention must be appropriately trained.

12.6 We understand that physical intervention of a nature which causes injury or unnecessary distress to a child may be considered under child protection or disciplinary procedures.

13 Anti-Bullying

13.1 At our school, we have an agreed definition of bullying which is *A bully is a person who habitually seeks to harm or intimidate those whom they perceive as vulnerable*, Students, staff, parents and carers are supported to understand this definition.

13.2 We have an Anti-Bullying Policy and measures in place to prevent and respond to all forms of bullying, which acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

13.3 This policy is available to all staff, parents and carers and pupils. The policy is written in language that is accessible to pupils and a child-friendly version is made available to all pupils

13.4 Staff, pupils and parents are made aware of how mobile technologies are increasingly being used to bully children both in and outside of the school environment. Cyber bullying is therefore referenced within our Anti-Bullying Policy.

14 Racist Incidents

14.1 Our Equalities and Cohesion policy references how racist incidents will be dealt with and acknowledges the serious nature of these events and their impact on the individual/group of students involved including those who may witness the incident. All incidents will be taken seriously and consideration will be given as to whether a multi-agency approach using child protection procedures is required.

15 Health and Safety

15.1 We recognise the importance of safeguarding pupils throughout the school day. Our Health & Safety policy, reflects the consideration we give to the protection of our children both physically within the school environment, in relation to internet use and when away from the school when undertaking school trips and visits.

15.2 Part of the safeguarding measures we have in place include the safe dropping off and collection of pupils at the start and end of the school day. We would therefore ask all parents to deliver their children to **the playground and wait with them until the classroom doors open at 8.50am and collect them from the same point at 3.15pm**. Parents are expected to inform us via **telephone** if there is to be a change in the arrangement of collection for their children.

15.3 Pupils who leave the site during the school day do so only with the written/**verbal** permission of a parent /and are collected by an authorised adult where appropriate. School should be notified by the parents regarding whom they have authorised for this task.

15.4 Maids Moreton CE School maintains a strict policy when escorting children to and from before and after school clubs to ensure that the highest possible degree of safety is afforded to each child.

Extended Services [provided by Maids Moreton Pre-School] Procedures (Before Hours)

All children booked into Extended Services will be delivered by parents/carers to the Pre-School site. At the end of breakfast club, school children will be picked up by a member of the school staff and escorted to the relevant classroom and handed to the relevant teacher.

Children who wish to attend before school clubs, [fencing, activate, cheerleading or street dancing] will be collected by the relevant club provider from the pre-school site in time for the start of the club.

Extended Services [provided by Maids Moreton Pre-School] Procedures (After Hours)

Children attending the extended services after hours, will be collected from the classrooms and escorted to the pre-school building by a member of the school staff where they will be handed over to the play leader.

School aged children who choose to attend the after school multiskills, football or ballet clubs will be escorted to the pre-school building by the club provider at the end of the school club and handed directly to the play leader.

Parental Responsibilities

All children attending extended services will be collected by the nominated parent or carer from the Pre-School. A password will be requested where another nominated adult collects the child on the parent's behalf.

Parents must collect their children promptly by 5.30pm **at the latest**. Parents can drop off their child from 7.45am.

Information shared with the school

A register will be provided by the Pre-School manager to the school, listing the children attending the club and whether they are attending full or part sessions.

Any last minute changes will be passed onto the relevant parties by the Pre-School.

The pre-school reserves the right to use contact details and medical information held on the school/pre-school files in the event of an ad hoc booking.

School club Procedures

Before school clubs [on school site]

Parents will drop children off at the club at the designated start time via the hall back door and will hand the child directly to the club provider. At the end of the club session, the club provider will escort the children to the relevant classrooms and hand them over to the class teacher.

After school clubs [on school site]

A member of school staff will escort the children attending the club to the school hall where they will be handed over to the club provider. The club provider will escort all children to the playground at the end of the club session and hand all children directly to the relevant parents. Any child who has not been picked up on time will wait with the club provider inside the school building until such time as their parent arrives. The school office phone is made available to club providers to contact any parent who does not pick their child up on time.

15.5 Staff who support children during unstructured time such as break and over the lunch period have received training to remain alert to signs of concern or vulnerability, ensuring pupils feel safe. This includes lunch time staff who follow the schools reporting process to alert the DSL of concerns

15.6 Our school site is secure. All staff are aware of 'hotspots' in the school where pupils have expressed anxieties or where areas of potential vulnerability may exist.

15.7 In the event of a student going missing during the course of the school day we will carry out immediate checks to ensure the student is not on site, staff will then make contact with the student's parents and inform the police

16 E-Safety

16.1 All staff are aware of the school policy on E-Safety which sets out our expectations relating to:

- Creating a safer online learning environment
- Giving everyone the skills, knowledge and understanding to help children and young people stay safe on line, question the information they are accessing and support the development of critical thinking

- Inspiring safe and responsible use and behaviour of mobile technologies, to combat behaviours on line which may make students vulnerable including sexting
 - Use of mobile technology both within school and on school trips/ outings
 - Use of camera equipment, including camera phones
 - What steps to take if there are concerns and where to go for help
 - Staff use of social media as set out in the Staff Code of Conduct.
- 16.2 Cyber-bullying by children, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. This includes sexting and image exchange under threat or use of coercion
- 16.3 Students, staff and parents are supported to understand the risks posed by the **CONTENT** accessed by students – their **CONDUCT** on line– and who they have **CONTACT** with in the digital world.
- 16.4 We have a separate mobile phone policy which sets out the acceptable use of mobile technologies by pupils whilst onsite. This includes sanctions which will be applied when these boundaries are not adhered to.
- 16.5 Visitors to our school are respectfully requested to turn all mobile devices off. This is a safeguarding measure for our students.
- 16.6 Staff use of mobile technology whilst on site is set out in the Staff Code of Conduct.

17 Sexting

‘Sexting’, also referred to as ‘youth produced sexual imagery’, is one of a number of ‘risk-taking’ behaviours associated with the use of digital technologies, social media or the internet. It is accepted that young people experiment and challenge boundaries and therefore the risks associated with ‘online’ activity can never be completely eliminated.

- 17.1 Staff, pupils and parents are supported via training to understand the creation and sharing of sexual imagery, such as photos or videos, of under 18s is illegal. This includes imagery of pupils themselves if they are under the age of 18.
- 17.2 Any youth produced sexual imagery disclosures will follow the normal safeguarding practices and protocols for our school. We will also use the guidelines for responding to incidents, as set out in the publication ‘Sexting in Schools and Colleges’ produced by the UK Council for Child Internet Safety. This requires us to share reports of sexting with the police

18 Cultural Issues including Female Genital Mutilation and Forced Marriage

As a school we are aware of the cultural diversity of the community around us and seek to work sensitively to address the unique culture of our students and their families as they relate to safeguarding. This includes children at risk of harm from abuse linked to a belief in spirit possession on the part of their parent, carer or wider community. **Our procedures relating to FGM and Forced Marriage are outlined in appendix 2 below.**

- 18.1 As a staff team we are aware of the harm to children that can be caused by practices linked to culture, faith and beliefs. We promote awareness through training and access to resources.
- 18.2 Staff will report concerns about abuse linked to culture, faith and beliefs in the same way as other child protection concerns.
- 18.3 We support students, via targeted sessions and delivery through our curriculum, to understand that some aspects of cultural or religious practice and beliefs could cause harm and they should turn to someone they trust or an organisation such as ChildLine for help and support.
- 18.4 We make links with local services, community organisations and faith leaders to provide support and helpful information on what is safe and unsafe practice within the culture/faith, groups of our school community.
- 18.5 At our school we are aware of a range of practices and belief which can be classified as honour based violence, we include within this female genital mutilation, forced marriage and breast ironing. Whilst this may be a part of a long held tradition within communities we categorise this as child abuse and will act according to our child protection processes to safeguard the pupil concerned.
- 18.6 Teachers at our school understand there is a legal duty to report known cases of FGM to the police and they will do this with the support of the DSL.
[Mandatory reporting of female genital mutilation: procedural information Department for Education and Home Office](#)
- 18.7 School are aware of the need to respond to concerns relating to forced marriage and understand that it is illegal, a form of child abuse and a breach of children's rights. We recognise some students due to capacity or additional learning needs may not be able to give an informed consent and this will be dealt with under our child protection processes.
- 18.8 We recognise both male and female pupils may be subject to honour based abuse e.g. where young people's cultural background are at odds with their behaviours such as homosexuality, under-age sex, relationships or life style choices.
- 18.9 We promote awareness through training and access to resources, ensuring that the signs and indicators are known and recognised by staff,

any suspicions or concerns for forced marriage are reported to the DSL and the Forced Marriage Bureau as well as First Response.

18.10 Staff understand that whilst we try always to work in partnership with families, sharing information with a parent or member of the family is not appropriate in some instances where there may be cultural differences of opinion on abuse. Staff will report concerns to the DSL who will liaise with First Response, the police or the Forced Marriage Unit and follow advice given regarding protective strategies to safeguard the pupil.

19 Retention of Records

19.1 When a disclosure of abuse, or an allegation against a member of staff or volunteer, has been made, our school will have a record of this. These records will be maintained in a way that is confidential and secure, in accordance with our Record Keeping Policy and Data Protection Legislation

19.2 There is a statutory requirement for our school to pass any child protection records to the student's next school. We are required to have an auditable system in place to evidence we have done so. Any transfer of records will be carried out within the bounds of confidentiality. We are also required to retain a copy of any child protection records we generate until the student reaches the age of 25 yrs. These records will be stored securely.

19.3 If an allegation is made against a member of staff, a comprehensive, confidential summary of the allegation will be kept on their personnel file. This record will be kept by the school until normal retirement age of the staff member involved, or 10 years after the allegation if longer. This record will include a clear outcome, including when cases have been investigated and found to be without substance.

19.4 For cases in which an allegation has been proven to be false, unsubstantiated or malicious, the allegation will not be included in employer references, even if that person has been the subject of repeated allegations.

19.5 In the instance of repeated allegations however our school retains the right in the interest of safeguarding students to retain a record of concern³

19.6 We have a system for reviewing our archiving of information held and will only retain information for the agreed time span. All information will thereafter be disposed of via confidential waste management

³ Safeguarding Children: dealing with low-level concerns about adults – Farrer & Co Adele Eastman and Katie Rigg, May 2017

20 Use of Photography

We will often use photographs and film to capture achievements, monitor a child development and help promote successes within our school. We like to have a record of all the wonderful activities our students take part in. Via our website we like to be able to share these events with parents. We are however mindful of the safety of our students

- 20.1 As confirmed in the Data Protection Act, our school will ensure written consent is sought from the parent or carer of any child under the age of 18 *before* any photographs are taken. If consent is given, we will make a clear agreement with the parent or carer as to how the image will be used (*for example, in a school brochure or website*) and how widely (*as part of a schools bulletin for all parents, on the child's individual development record etc*) Our agreement with parents and students includes how images will be stored, how long they will be stored for and how they will be disposed of
- 20.2 Due consideration will be given to the appropriate of clothing and posture, and details such as a child's name or age will not be shared unless integral to the use of the image (*such as the acceptance of an award*) in particular when additional identifiers (i.e. a school or uniform logo) are being shared
- 20.3 We acknowledge the right of parents and students to withhold or withdraw consent at any point in time of the duration the student is at the school

21 Policy Review

The Governing Body of our school is responsible for ensuring the annual review of this policy, and for reporting back to the Buckinghamshire County Council. The date the next review is due is on the front cover of this policy.

Appendix One

Everyone who works with children has a duty to safeguard and promote their welfare. They should be aware of the signs and indicators of abuse and know what to do and to whom to speak if they become concerned about a child or if a child discloses to them.

The following is intended as a reference for school staff and parents/carers if they become concerned that a child is suffering or likely to suffer significant harm.

The Children Act 1989 defines abuse as when a child is suffering or is likely to suffer 'significant harm'. Harm means ill treatment or the impairment of health or development. Four categories of abuse are identified:

- Neglect
- Physical Abuse
- Sexual Abuse
- Emotional Abuse

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 the DSL or Deputy DSL (or in their absence, an experienced colleague)
- May require consultation with and / or referral to Children's Services

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

In an abusive relationship the child may:

- Appear frightened of the parent/s
- 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 children that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying (including cyber bullying), causing children to feel frightened and 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.

Research shows domestic violence to be damaging to a child's emotional development; where a child is living with domestic violence, schools should consider making a referral to Social Care if the child shows any indicators of significant harm.

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-trust 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, including exploitative relationships, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts (e.g. masturbation, kissing, rubbing and touching outside of clothing). They may include non-contact activities, such as involving children in looking at, or in the production of, sexual images (including on-line images), watching sexual activities, or 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, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed.

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

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

Assessment

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

- **Equality** – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- **Consent** – agreement including all the following:
 - Understanding that is proposed based on age, maturity, development level, functioning and experience
 - Knowledge of society’s standards for what is being proposed
 - Awareness of potential consequences and alternatives
 - Assumption that agreements or disagreements will be respected equally

- Voluntary decision
- Mental competence
- **Coercion** – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

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

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 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, clothing and shelter (including exclusion from home or abandonment). If a child is observed scavenging for food at school, the possibility of inadequate feeding at home should be considered as a priority;
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate or inappropriate care-givers);
- ensure access to appropriate medical care or treatment.

It may also include the 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 trust
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive period

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, 'swapping' sex
- 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 trust, 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.

Exploitation

Exploitation is a form of child abuse and may take a number of forms

Child Sexual Exploitation

Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet).

The definition of child sexual exploitation is as follows:

Child sexual exploitation is a form of child sexual abuse. 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

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf

Extremism

Extremism goes beyond terrorism and includes people who target the vulnerable – including the young – by seeking to sow division between communities on the basis of race, faith or denomination; justify discrimination towards women and girls; persuade others that minorities are inferior; or argue against the primacy of democracy and the rule of law in our society. Extremism is defined in the Counter Extremism Strategy 2015 as the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. We also regard calls for the death of members of our armed forces as extremist.

County Lines

As set out in the Serious Violence Strategy (see link below), published by the Home Office, a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of ‘deal line’. They are likely to exploit children and vulnerable adults to move and store the drugs and money, and they will often use coercion, intimidation, violence (including sexual violence) and weapons.

Child Criminal Exploitation

As set out in the Serious Violence Strategy (<https://data15.users.tmc.alorum.com/ESASwww.gov.uk/government/publications/serious-violence-strategy>), published by the Home Office, where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. Child criminal exploitation does not always involve physical contact; it can also occur through the use of technology.

Taken from “Working Together” 2018

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/722305/Working_Together_to_Safeguard_Children_-_Guide.pdf

Appendix 2

Although no culture sanctions extreme harm to a child, cultural variations in child rearing patterns do exist. A balanced assessment must incorporate a cultural perspective but guard against being over-sensitive to cultural issues at the expense of promoting the safety and well-being of the child.

Fear of being accused of racism can stop people acting when they otherwise would. Fear of being thought unsympathetic to someone of the same race can change responses.

Every organisation concerned with the welfare and protection of children should have mechanisms in place to ensure equal access to services of the

same quality, and that each child, irrespective of colour or background, should be treated as an individual requiring appropriate care.

(Victoria Climbié Inquiry Report)

Research also tells us that children with special needs are at an increased risk of abuse. Changes in mood, patterns of behaviour, injury and responses to stimulus around them may be wrongly attributable to their disability. Staff need therefore to feel confident to **question behaviours** and be **professionally curious** about changes noted, being prepared to “think the unthinkable”, raise the concern and ensure safeguards are in place. Children with communication difficulties may be especially vulnerable.

Some children and young people may be more vulnerable to abuse due to particular circumstances such as:

- Young women subject to honour based violence (where for instance they have transgressed the expectations of them as young women in their family and community).
- Young people whose cultural background are at odds with their behaviours such as homosexuality, under aged sex, relationships or life style choices
- Children at risk of harm from abuse linked to a belief in spirit possession on the part of their parent, carer or wider community.
- Girls at risk of genital mutilation (usually being taken back to their country of origin for this procedure to be carried out).
- Children being trafficked from abroad.
- Girls and/or boys at risk of being forced into marriage.

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 trust or through a third party.

Female Genital Mutilation (FGM)

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

What is FGM?

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

4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

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

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

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

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- 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

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

The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings take action **without delay**.