



Child Protection Policy

Committee Responsible	Full Governing Body
Member of School Staff Responsible	Lead DSL – Mr J Clark
Review Frequency	Annually
This Version Dated	September 2018
Next Review Due	September 2019

Hiltingbury Junior School:

All staff and governors should be contacted through the school office.

Phone: 02380 261808

Email: adminoffice@hiltingbury-jun.hants.sch.uk

Designated Safeguarding Lead (DSL):

Mr Jon Clark (Acting Headteacher / Head of School)

Assistant DSLs:

Mrs Diana Massa (Assistant Headteacher)

Mrs Vikki Batten (Business Manager)

Miss Zara Chambers (Head of LEARN Alliance)

Mrs Juliet Preston (Year 4 teacher)

If all 5 members of staff are uncontactable the member of staff with the concern must contact Hampshire County Council professional services: 0300 555 1384.

Chair of Governors and Safeguarding Governor: (contactable via school office)

Mrs Judith Rutherford

Chair of Governors

Mrs Beccy Isaac

Safeguarding Governor

Please also see “Hiltingbury Junior School: Additional Safeguarding Advice” for any further guidance

Safeguarding and promoting the welfare of children is **everyone's** responsibility. Everyone who comes into contact with children and their families has a role to play.

Where all aspects of safeguarding are concerned we take the attitude at Hiltingbury Junior School of **'it could happen here.'**

At Hiltingbury Junior School we are committed to safeguarding and we create a culture of vigilance to promote the welfare of all children.

Linked policies

School behaviour policy
Staff behaviour policy
Internet and e safety policy

Reasons for this policy

This policy has been written to:

- Raise awareness of child protection issues and equipping staff with the skills and knowledge needed.
- Define procedures for identifying and reporting cases, or suspected cases of abuse.
- Provide for the school's staff/volunteers/governors induction procedures to inform them about child protection practices and procedures
- Ensure effective communication between all staff when dealing with child protection issues.
- Outline procedures for dealing with allegations against members of staff.
- Establish a safe environment in which children can learn and develop.
- Support learning to ensure the children recognise when they are at risk and how to get help if they need it"

How the policy was developed.

This policy was developed by the headteacher in consultation with staff and governors (summer term 2009) and will be reviewed annually. It applies to all staff and volunteers working within the school. Teaching assistants, mid-day supervisors, office staff as well as teachers can be the first point of disclosure for a child.

It is set within the legal framework of the Children Act 1989, section 175 of the Education Act 2002, 'Every child matters' (Children's act 2004) and most recently Keeping Children Safe in Education (September 2018) and follows guidance laid down in:

Working Together to Safeguard Children (2018)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working Together to Safeguard Children-2018.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2018.pdf)

Re-instate updated HCC and LSCB policies when available.

Safeguarding Children & Safer Recruitment in Education (DCSF 2007)

<http://www.education.gov.uk/publications/standard/publicationdetail/page1/dfes-04217-2006>

INTERAGENCY REFERRAL FORM

https://eforms-ext.hants.gov.uk/AF3/an/default.aspx/RenderForm/?F.Name=Md_9d1aRLwN

The Prevent Duty (advice on radicalisation) (DfE June 2015)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

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

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf

Rationale

Hiltingbury Junior School fully recognises the contribution it makes to Child Protection. It recognises that all children have a fundamental right to be protected from abuse and that all adults working within the school have a responsibility to protect children from harm.

The school's vision and aims values each child as an individual and encourages him/her to achieve success. We aim to create an atmosphere within the school, which is based on mutual trust, and in which children are listened to and their views and opinions respected and acted upon.

Prevention

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps prevention.

The school will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk and are listened to;
- Ensure that there are adults in the school whom they can approach if they are worried or are in difficulty;
- Include in the PSHE curriculum activities and opportunities, which equip children with the skills they need to stay safe from abuse and to know to whom to turn for help. Further guidance can be found in the school's Policies for Personal, Social and Health Education, Sex Education and Drugs Education.

Early Help

If early help is appropriate, the DSL will lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. See Appendix 6 for a list of categories where children may be more vulnerable and require Early Help.

Leadership

The Designated Safeguarding Leader (DSL) for the school is Jon Clark (Acting Headteacher /Head of School)

The Deputy DSL's are:

Zara Chamblers (Head of LEARN)

Diana Massa (Assistant Headteacher)

Juliet Preston (Year 4 teacher)

The DSL governor is Beccy Isaac (contactable via the school office)

The Deputy DSL governor is Judith Rutherford (Chair of governors) (contactable via the school office)

Procedures

The school will:

- Ensure that it has a designated member of staff responsible for child protection (Designated Safeguarding Leader (DSL)), who is a member of the leadership team, and has received the appropriate training for this role which is updated every 2 years
- Ensure that all staff, governors and volunteers know the name of the designated person.
- Ensure that all staff and volunteers understand their responsibilities in being alert to signs of abuse and know how to respond to a pupil who may tell of abuse
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations the school website
- Ensure that every member of staff, volunteer and governor receives appropriate levels of training to fulfil their child protection responsibilities effectively including providing details about signs to look out for in respect of sexual grooming
- Ensure that all members of staff and governors are aware of the line of reporting and how records will be kept and investigated. Also, staff should be aware that when an allegation is substantiated details will be kept on their personnel file to establish trends and comply with legislation and recommendations
- Notify social services if the school has to exclude a pupil on the child protection register either for a fixed term or permanently and if there is an unexplained absence of a child on the protection register of more than 2 days duration or one day following a weekend;
- Work to develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters including attendance at initial case conferences, core groups and child protection planning meetings; Keep written records of concerns about children (noting the date, event and action taken) using the school's proforma, even where there is no need to refer the matter to social services immediately;
- Ensure all records are kept secure and in locked locations (see also DSL role for more details about records);

- When a child leaves transfer Child Protection records and any other relevant information to the new school immediately.
- Comply with LA procedures (available on HCC Children’s services Intranet) for dealing with allegations of abuse against members of staff and volunteers;
- Operate safe recruitment procedures in line with the school policy and make sure that all appropriate checks are carried out on new staff, and volunteers who will work unsupervised with children including Data Barring Service (DBS) and List 99 checks. (*Details of procedures are dealt with in line with guidance from HCC - <http://www.hants.gov.uk/education/eps/child-protection/safer-recruitment-toolkit/index.html>*)
- Keep a record of any concerns or issues raised by parents that happen outside of school hours together in one file to note trends and raise awareness.
- Reiterate annually the IT policy to all staff and children to remind them of the details and dangers to be aware of – how they can help themselves!
- IT issues, however minor, should also be recorded and retained to learn from and establish future policies and procedures
- Practice regular scenarios with staff to ensure they can put their training into good practise
- Operate an open door policy where all staff may enter other classrooms at any time, including break and lunchtimes

Receiving a disclosure of abuse.

The school (members of staff and other adults within the school) will:

- Listen to the child calmly and reassuringly
- Let them freely recall what is important to them
- Don’t ask direct or leading questions or put words in their mouth.
- Don’t jump to conclusions
- Take the allegation seriously
- **Don’t promise that you can keep it secret**
- Record the discussion with the pupil, during or immediately afterwards, distinguishing clearly between fact, observation, allegation and opinion and noting any action taken.
- Note any injuries observed.
- Sign and date your record.

- Inform the DSL **immediately**, or Deputy DSL or other senior member staff (if the allegation involves the DSL then report to another senior member of staff or chair of governors)

Staff should be aware that an allegation of child abuse may lead to a criminal investigation so staff must not do anything which will jeopardise a police investigation such as asking leading questions or attempting to investigate.

Remember it is not the responsibility of teachers or other staff or volunteers in schools to investigate suspected cases of abuse.

Referral

- Staff should report any concerns to DSL as soon as possible.
- In the first instance DSL can discuss these concerns with the Duty Social Worker, Reception and Assessment Team, Social Care.
- If there is sufficient concern then a referral will be made, initially by telephone and then followed up in writing, within 48 hours, using the Interagency Referral Form, copies of which are kept in the Child Protection File stored in the school office. If the matter is urgent the local police will be contacted.
- Accurate, signed and dated records of what is said and any action taken.

Child Protection Conferences.

If the decision is made to hold an initial Child Protection Conference then a Child Protection report must be completed even when the DSL will be attending. *(Guidelines for completing the report can be found in the Child Protection File.)*

The child protection form must be shared with parents and their signature and the child's if appropriate, is required (unless it is not in the best interests of the child.)

The report must be sent to the CP clerk at the Local Social Care office 48 hours before the conference. Sufficient paper copies of the report should be taken to the conference (at least 10).

Reports for review conferences should be completed in the same way.

Information Sharing

Sharing of information amongst practitioners working with children and their families is essential. In many cases it is only when information from a range of sources is put together that a child can be seen to be in need or at risk.

The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe.

Staff may be anxious about the ethical or legal restrictions on sharing information, particularly with other agencies. However, these rarely provide an absolute barrier to disclosure and therefore professional judgement should be used. A failure to pass on information that might prevent a tragedy could expose you to criticism in the same way as an unjustified disclosure. Always seek advice from the DSL in all circumstances.

Guidance for sharing information can be found below:

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

Children Missing from Education

If any member of staff believes a child to be ‘missing from education’, they must **report this to the DSL immediately**.

The school will use its policies and procedures to ensure that all children receive their right to a full time education. The following are key steps to help ensure this:

Ensuring the admissions register is kept up to date

Ensuring school records for children (e.g. addresses) are as up to date as possible

Ensuring there are a minimum 2 emergency contacts for each child

Monitoring of attendance so that and trends patterns or unexplained absences are followed up

Advising HCC when children may be perceived as ‘missing from education’

Monitoring attendance where a dual attendance at two schools is used

Ensuring all children transfer to another school when leaving Hiltingbury (and that relevant records are passed on)

Using the school2school database to transfer a child’s information when moving school

Allegation against a member of staff

Staff who work in schools are vulnerable to allegations made by children. Procedures for dealing with allegations against staff (and volunteers who work with children) aims to strike a balance between the need to protect children from abuse, and the need to protect staff and volunteers from false and unfounded allegations.

Procedures

- Staff training in place on child protection issues.
- Copy of this policy given to all staff along with written guidance on avoiding vulnerable situations.
- Discussions regarding Child Protection issues included in staff meetings where appropriate.
- Senior managers understand the importance of giving full and accurate reference information about all aspects of child protection concern about an individual.
- Staff and volunteers are encouraged to share information openly and sensitively where they have concerns about the child protection practice of other staff. The use of the ‘whistle blowing’ process should be used if necessary. (see section on Whistle Blowing)
- Written records of concerns or allegations about staff are kept and stored in securely in locked locations.

- Expectations clarified as part of recruitment and selection, induction and performance management processes.

In the event of an allegation against a member of staff the headteacher or chair of governors will follow the HCC guidance which is available on the EPS website or as hard copy kept in the Child Protection File located in the school office. The LADO (Local Authority Designated Officer) would also be contacted immediately on 01962 876364 or child.protection@hants.gov.uk The following documents will also be considered in the event of any allegation:

Interagency procedures - http://4lscb.proceduresonline.com/chapters/p_alleg_staff.html

DfE guidance - http://4lscb.proceduresonline.com/pdfs/alleg_against_teachers_staff.pdf

Part 4 of Keeping Children Safe in Education (September 2018)

In summary

- Make an accurate record of details provided;
- Enlist the support and advice of the Allegations Officer who will liaise with other appropriate agencies
- Determine, in liaison with above, whether the allegation is a Child Protection issue, requires a disciplinary investigation or is unfounded;
- Child Protection enquires take priority over other procedures;

Allegations against the Headteacher

The same procedures are used as for an allegation made against any other member of staff, with the exception that the Chair of Governors (Mrs Judith Rutherford) will lead the investigation into the allegation. Any concerns in relation to the Headteacher should be made directly to the Chair of Governors. (Part 4 KCSIE 2018)

Whistle blowing

Whistle blowing is the mechanism by which staff can voice their concerns, made in good faith, without fear of repercussion. The school will follow the model procedure provided in the Manual of Personnel Practice Vol. 1, Section 4 Appendix 20

All staff have an individual responsibility to bring matters of concern about children, colleagues or volunteers to the attention of the Headteacher in writing. This is particularly important where the welfare of children may be at risk. Staff will be judged to be failing in their duty to safeguard children if they do not report such matters, and such failure could result in formal disciplinary action.

It is important that if concerns are expressed about alleged child abuse or inappropriate behaviour towards a child, this must be reported to the Headteacher or appropriate line manager. Such concerns should be pursued to reach a conclusion, with or without a formal complaint being made, even when

the child or parent is not asking for further action to be taken about this matter. All opportunities should be taken to learn any lessons from each case.

(NB concerns about Headteachers should be reported to the Chair of Governors or DSL – see above).

Use of internet and esafety

It is not acceptable for staff or volunteers to download inappropriate material using any computer to which pupils may have access, or to make use of such material in a school.

Any member of staff or volunteer, who receives inappropriate material from the internet on a school computer, should report the matter urgently to the headteacher who will ensure that the material is removed.

Staff need to be aware of the school's policy on the use of internet, to communicate with children. (Teacherpool/policies/internet access)

The expectation is that children are not permitted to use their own devices whilst in school (for example mobile phones, smart watches, ipads etc.). There is no wifi provision for children to use privately and all devices are to be kept in lockers throughout the day. Devices are confiscated for the rest of the day if they are seen.

Please see the IT Internet and e safety policy for the school for further guidance.

Supporting the pupil at risk.

The school recognises that children who are abused or witness violence may find it difficult to develop a sense of self-worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation and a sense of self blame.

School may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school the behaviour of the child may be challenging and defiant or they may be withdrawn.

The school will endeavour to support the pupil through:

- The PSHE curriculum to encourage self-esteem and self motivation;
- The school ethos which promotes a positive, supportive and secure environment.
- The schools behaviour policy which focuses on the behaviour and not the child. The school will endeavour to ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not blamed for any abuse which has occurred.
- Offering the child emotional support through the work of the behaviour support assistant or other trusted adult within the school.
- Liaising with other agencies.
- Keeping records and notifying social services if there is any recurrence of concern.
- Ensuring that all teachers are kept up to date who work with the pupil, including any new members of staff.

Bullying

Our policy on bullying is set out in a separate document and is reviewed by the governing body.
(Teacherpool/policies/antibullying)

Physical Intervention

It is not realistic to suggest that teachers should never touch pupils and they, and other staff within the school, have the right to use reasonable force to restrain pupils in certain circumstances. Further guidance can be found in the school's Physical Restraint policy.

Pupils with Special Educational Needs (and other vulnerable groups)

We recognise that statistically children with behaviour difficulties and disabilities are most vulnerable to abuse. School staff who deal with these children need to be particularly sensitive to signs of abuse. (See appendix 3 for a list of other vulnerable groups of children.)

Private fostering

<https://www.gov.uk/government/publications/children-act-1989-private-fostering>
<http://www3.hants.gov.uk/private-fostering>

Private fostering is an arrangement by a child's parents for their child (under 16 or 18 if disabled) to be cared for by another adult who is not closely related and is not a legal guardian with parental responsibility for 28 days or more.

It is not private fostering if the carer is a close relative to the child such as grandparent, brother, sister, uncle or aunt.

The Law requires that the carers and parents must notify the children's services department of any private fostering arrangement.

If the school becomes aware that a pupil is being privately fostered we will inform the children's services department and inform both the parents and carers that we have done so.

Parental Involvement

All parents need to understand that the school has a duty to safeguard and promote the welfare of children who are their pupils, that this responsibility necessitates a Child Protection policy and procedures, and that the school may need to share information with other agencies.

In general the school should seek to discuss any concerns about a child's welfare with the family and where possible seek their agreement to making referrals to social services. However this should only be done where it will not place a child at increased risk of significant harm. The child's views should also be considered in deciding whether to inform the family in some circumstances, especially where the child is sufficiently mature to make informed judgements about the issues.

Where there are any doubts or reservations about involving the child's family the designated person should clarify with the statutory agencies whether, and if so when and by whom, parents will be told

about the referral. That may also be important where the police may need to conduct a criminal investigation.

Reporting a concern / Gathering Evidence / Record keeping

Any staff who have any concerns should report these to the DSL immediately. The member of staff will then record this information in writing on a computer based programme (CPOMS) which will help to form a picture about each child. This gathering of evidence is vital in helping to make informed judgements to protect children when necessary.

It is essential that any verbal conversations are followed up by being recorded in writing on the CPOMS system at the earliest opportunity.

Training Requirements

The DSL will receive the appropriate refresher training as recommended by the LSCB and KCSIE. All staff receive child protection training every 2 years in line with the latest requirements. They will also be kept up to date with information at least every year. On induction, all staff receive child protection training.

Safer Recruitment

Guidance in “Safeguarding Children and Safer Recruitment in Education” (2007) and the school Safer Recruitment Policy are followed when making appointments.

Disqualification by Association

Staff will need to be aware that they must declare if they are disqualified by association i.e. that a person they live with or a person that works in their house would be disqualified from working with children.

“Relationships and associations” that staff have in school and outside (including online), may have an implication for the safeguarding of children in the school. Where this is the case, the member of staff must speak to the DSL.

Radicalisation

The staff and governors will use the guidance and procedures in this document and in the DfE pamphlet ‘The Prevent duty’ (DfE 2015) to help identify any issues concerning radicalisation and what needs to be done about it.

“General safeguarding principles apply to keeping children safe from the risk of radicalisation”

<https://www.gov.uk/government/collections/counter-terrorism-and-security-bill>

Female Genital Mutilation (FGM)

If a teacher suspects that FGM has been carried out on a girl they must report this (usually through the DSL) to the police immediately. See Appendix 2 for further details on the nature of FGM.

Child on child abuse (Peer on peer abuse)

We recognise that children are capable of abusing their peers and this will be dealt with under our child protection policy, behaviour policy and in line with KCSiE (2018)

Such abuse should never be passed off as “banter” or “part of growing up” and will not be tolerated.

Strong age appropriate PDL programmes are taught in the school to empower children that any kind of inappropriate behaviour should not be tolerated.

We recognise the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously.

Following a report of peer on peer abuse, the DSL will make an immediate risk and needs assessment on a case-by-case basis.

An accurate, confidential record will be made on CPOMS as in all child protection scenarios.

The Risk assessment will consider;

- The victim, especially their protection and support.
- The alleged perpetrator, their support needs and any discipline action.
- All other children at the school.
- The victim and the alleged perpetrator sharing classes and space at school.

The risk assessment will be recorded and kept under review.

Where there has been other professional intervention and/or other specialist risk assessments, these professional assessments will be used to inform the school’s approach to supporting and protecting pupils.

Action: The DSL will consider:-

- The wishes of the victim.
- The nature of the incident including whether a crime has been committed and the harm caused.
- Ages of the children involved.
- Developmental stages of the children.
- Any power imbalance between the children.
- Any previous incidents.
- Ongoing risks.
- Other related issues or wider context.

Options: The DSL will manage the report with the following options:-

- Manage internally
- Early Help
- Refer to Childrens Social Care
- Report to the police (generally in parallel with a referral to Social Care)

Staff also need to be aware of the effects of 'sexting' in child on child abuse. With such issues the school would follow the government advice set out in :

Sexting in schools and colleges: Responding to incidents and safeguarding young people

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.2439_KG_NCA_Sexting_in_Schools_WEB_1_.PDF

Role and Responsibilities

The governing body is responsible for:

- Ensuring that the school has a child protection policy and that the school complies with the procedures described within it.
- Remedying any deficiencies or weaknesses in regard to child protection arrangements that are brought to its attention without delay.
- Providing information to the LA re: the discharge of duties, including the annual safeguarding audit
- Managing allegations against the headteacher.
- Ensuring the school has a broad and balanced curriculum that incorporates safeguarding
- Ensuring that national and local guidance is followed including Working Together, Keeping Children Safe (particularly the safer recruitment section) and Hampshire Safeguarding Children Board (HSCB) procedures
- Ensuring that there is a member of the schools leadership identified as DSL
- Ensuring that training is undertaken at the required frequency
- Ensuring that there is a nominated governor (The Chair of Governors) for dealing with allegations against the headteacher and a governor with a safeguarding lead
- Ensuring any concerns about safeguarding are remedied without delay

The DSL is responsible for:

- Taking overall responsibility for child protection within the school.
- Ensuring that the policies and procedures adopted by the governing body are fully implemented and followed by all staff.
- Ensuring that all staff receives appropriate training at least every 2 years and updating staff annually.
- Ensuring that the school is appropriately represented at inter agency meetings.

- Informing parents of the school's Child Protection Procedures and making copies of the policy available on request.
- Offering support, advice and guidance to staff.
- The management and administration of all records and paper and computer based work linked to the implementation of this policy. (This must be stored securely and kept until the child's 25th birthday. Copies of these records must be passed on to the next school)
- Referring cases to social services.
- Keeping up to date with Child Protection issues and attending trainings.
- Reporting to the governing body.
- Being available during school hours (or contactable via the office when off the school site)
- Having a clear reporting pathway for staff when senior staff are off site (e.g. SLT Away Day), Staff would let the office know, who would then contact the DSL.

Staff are responsible for:

- Reporting any concerns, however minor, to the DSL as the first port of call. These concerns should be reported **immediately.**
- Logging any information relevant to a concern on the school's information system (CPOMS)
- Being aware of the key indicators for abuse and neglect – See Appendix 1
- Considering wider environmental factors in a child's life that may be a threat to their safety and / or welfare – contextual safeguarding (See Appendix for categories)
- Being familiar with and complying with the procedures described in the school's Child Protection Policy.
- Attending training.
- Being conscious of how they should conduct themselves to minimise the risk of finding themselves as the subject of any child protection processes.
- Being aware of the Early Help process and supporting the DSL where required with any assessment for Early Help.

The Emotional Learning Support Assistant is responsible for:

- Offering emotional support to children at risk and other vulnerable pupils (*This is in addition to the responsibilities laid down for all staff.*)
- Liaising with the DSL on a regular basis to share information.

Review.

This policy will be reviewed annually by the governing body.

Approved September 2009
Reviewed: September 2018
For Review: September 2019

Appendix one

Recognising signs of child abuse

Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse
- Neglect

Signs of Abuse in Children:

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Child Sexual Exploitation.

Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to 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

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 may be difficult to recognise, as the signs are usually behavioural rather than physical.

The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scape-goated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self esteem and lack of confidence
- Withdrawn or seen as a “loner” – difficulty relating to others

Recognising Signs of Sexual Abuse

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

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 unresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

Child Sexual Exploitation

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.

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 school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault

Appendix 2 - Gender based violence / Violence against women and girls

Forced Marriage (FM)

Forcing a person into a marriage is a crime in England and Wales.

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party.

Female Genital Mutilation (FGM)

The FGM mandatory reporting duty is a legal duty provided for in the FGM Act 2003 (as amended by the Serious Crime Act 2015). The legislation requires regulated health and social care professionals and teachers in England and Wales to make a report to the police where, in the course of their professional duties, they either:

- are informed by a girl under 18 that an act of FGM has been carried out on her; or
- observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth (see section 2.1a for further information).

For the purposes of the duty, the relevant age is the girl's age at the time of the disclosure/identification of FGM (i.e. it does not apply where a woman aged 18 or over discloses). 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 school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

The 'One Chance' rule

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

Honour Based Violence

Honour based violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community.

It is often linked to family or community members who believe someone has brought shame to their family or community by doing something that is not in keeping with their unwritten rule of conduct. For example, honour based violence might be committed against people who:

- become involved with a boyfriend or girlfriend from a different culture or religion
- want to get out of an arranged marriage
- want to get out of a forced marriage
- wear clothes or take part in activities that might not be considered traditional within a particular culture
- convert to a different faith from the family

Women and girls are the most common victims of honour based violence however it can also affect men and boys. Crimes of 'honour' do not always include violence. Crimes committed in the name of 'honour' might include:

- domestic abuse
- threats of violence
- sexual or psychological abuse
- forced marriage

- being held against your will or taken somewhere you don't want to go
- assault

If staff believe that a pupil is at risk from honour based violence the DSL will follow the usual safeguarding referral process, however, if it is clear that a crime has been committed or the pupil is at immediate risk the police will be contacted in the first place. It is important that if honour based violence is known or suspected that communities and family members are NOT spoken to prior to referral to the police or social care as this could increase risk to the child.

Appendix 3

Preventing radicalisation

The Counter Terrorism and Security Act (2015) places a responsibility on education institutions to “have due regard to the need to prevent people from being drawn into terrorism.”

Guidance is also available in the document:

The Prevent duty (DfE 2015)

www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty
http://4lscb.proceduresonline.com/chapters/p_child_subject_violent_extremism.html
<http://www.hampshire.police.uk/internet/advice-and-information/safe4me/Safe4me+Prevent>

The prevent duty requires that all staff are aware of the signs that a child maybe vulnerable to radicalisation. The risks will need to be considered for political; environmental; animal rights; or faith based extremism that may lead to a child becoming radicalised. All staff have received prevent WRAP training/undertaken e-learning/received awareness training in order that they can identify the signs of children being radicalised.

As part of the preventative process resilience to radicalisation will be built through the promotion of fundamental British values through the curriculum.

Any child who is considered vulnerable to radicalisation will be referred by the DSL to Hampshire children's social care, where the concerns will be considered in the MASH process. If the police prevent officer considers the information to be indicating a level of risk a “channel panel” will be convened and the school will attend and support this process.

Appendix 4

Role of the designated safeguarding lead

The DSL will follow the responsibilities laid out in this policy, and that of Annexe B of KCSIE 2018

Governing bodies and proprietors should ensure that the school or college designates an appropriate senior member of staff to take lead responsibility for child protection. This person should have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.

The broad areas of responsibility for the designated safeguarding lead are:

Managing referrals

- Refer all cases of suspected abuse to the local authority children's social care and:
 - The designated officer(s) for child protection concerns (all cases which concern a staff member),
 - Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
 - Police (cases where a crime may have been committed).
- Liaise with the headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

Training

- The designated safeguarding lead should receive appropriate training carried out every two years in order to:
 - Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
 - 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 understands the school's or college's child protection policy and procedures, especially new and part time staff.
 - Be alert to the specific needs of children in need, those with special educational needs and young carers.
 - Be able to keep detailed, accurate, secure written records of concerns and referrals.
 - Obtain access to resources and attend any relevant or refresher training courses.
 - Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raising Awareness

- The designated safeguarding lead should ensure the school or college's policies are known and used appropriately:
 - Ensure the school or college's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
 - Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this.

- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

Appendix 5

Categories where children are particularly vulnerable and may require early help.

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is a privately fostered child