

Adopted: July 2017
Next Review Date: July 2018



E21C Trust Primary School

Safeguarding Policy

(Child Protection)

Aims

- The Trust Primary School staff and members of The Advisory Body are committed to providing a caring, positive, safe and stimulating environment.
- To provide a continuous training programme that raises the awareness of all members of The Advisory Body and staff of the need to safeguard pupils and ensures that they are fully aware of their responsibilities in identifying and reporting possible cases of abuse.
- The Trust Primary Schools will appoint a Designated Child Protection/ Safeguarding Lead who will adhere to the updated London Child Protection Procedures and Bromley Safeguarding Children Board with regard to referring a pupil where concerns of abuse are raised and keep confidential records, secure and separate from pupil's main record.
- To ensure that all staff and volunteers who have access to pupils have an enhanced DBS disclosure and S128 Education and Skills Act 2008 'discretion' check via the Teacher Services System.
- The Trust Primary Schools will implement recruitment procedures as outlined by updated Safeguarding Children and Safer Recruitment legislation.
- The Trust Primary Schools will develop and promote working relationships with external agencies in line with Working Together to Safeguard Children Legislation, Keeping Children Safe in Education Guidance and contribute to external agency enquires as appropriate.
- The Trust Primary Schools will fulfil their obligation to undertake any special responsibilities or tasks required for the care of pupils on a Child Protection Plan (CPP).
- The Trust Primary Schools will endeavour to make parents/carers aware of their role in Child Protection and safeguarding from all potential risks.
- Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL) available to staff at all times.
- Overall responsibility with DSL.
- In all Job Descriptions.
- Working document and should be read in conjunction with others.
- Safeguarding is the duty of all and is broadly constituted for.

Promoting A Protective Ethos

Safeguarding incidents could happen anywhere and safeguarding pupils is everyone's responsibility at the Schools. Staff should be alert at all times to possible concerns being raised at the schools.

All staff may raise concerns directly with Children's Social Care services. Staff at the Schools who have a safeguarding concern regarding adults in the school should raise that concern with the Designated Safeguarding Lead, or the Head as soon as possible.

The staff training and daily practice of the Trust Primary School seeks to create a protective ethos and a culture of vigilance where risk to the personal safety of pupils, particularly the risk of abuse, is minimized. Equally, we work to promote a culture where pupils have the confidence to talk to a member of staff about any concerns in their life.

The Trust Primary Schools encourage working practices that will protect staff and volunteers from malicious accusations or misunderstandings.

The Trust Primary Schools' procedures are in line with updated Bromley and London Child Protection Procedures (March 2016) and have been updated in line with KCSIE September 2016.

All parents/carers will be made aware of Child Protection/Safeguarding Procedures. Our policies are published on the school website and information is presented at Open Evenings.

The Trust Primary Schools recognise that a pupil who is abused or witnesses' violence may find it difficult to develop and maintain a sense of self-worth, feel helpless and humiliated and may feel self-blame.

We recognise that Schools may provide the only stability in their lives and accept that research shows that the behaviour of a pupil in these circumstances may range from what is perceived to be normal to aggressive or withdrawn.

The Trust Primary Schools recognise that pupils with Special Educational Needs (SEN) and disabilities are more likely to be abused or neglected. The Schools will identify these pupils through a variety of ways and act to keep them safe.

Staff/Volunteers will:

- Encourage self-esteem and assertiveness whilst not encouraging aggression and bullying.
- Promote a caring, safe and positive environment within the school.
- Liaise and work together with the agencies involved in safeguarding pupils.
- Establish and maintain an ethos where pupils feel secure and have opportunities to talk and are always listened to.
- Support all pupils especially those vulnerable to abuse through sensitive monitoring and by ensuring that all pupils have a network of people around them that they can go to if necessary.
- Be aware of the possible increased vulnerability of pupils with additional needs and those who have been bullied or isolated by their peers in the past.
- Include opportunities within curriculum time which equip pupils with the skills they need to stay safe from harm and that is appropriate to their age and development and to know whom they should turn to for help. The Trust Primary Schools recognise that all matters relating to Child Protection/Safeguarding are highly confidential and that the Head and the Designated Safeguarding Lead will only disclose any information on a 'need to know' basis.

All staff/volunteers are aware that they have a professional responsibility to disclose information and they cannot promise a pupil to say nothing/keep it a secret.

The Trust Primary Schools recognise that staff /volunteers who have become involved with a pupil who has suffered or is likely to suffer harm, may find the situation stressful and upsetting. These members of staff/volunteers are provided with the opportunity to talk through their anxieties with the designated lead and to seek further support as appropriate.

The Trust Primary Schools will work as closely as possible in partnership with parents/carers and as a matter of good practice, will inform them of any referral made under our Safeguarding/Child Protection policy, unless it is agreed that by doing so may/will put the pupil at risk from harm.

All staff, governors and volunteers will be subject to a full enhanced DBS check which is renewed every 3 years. Volunteers who are here for very short periods of time (less than a week, or a day visit) are never unsupervised at all times while on site, and where appropriate, if they hold a current DBS they are asked to bring that with them while visiting the school. Visiting guest speakers are researched and verified by the DSL in advance of their visit.

The school has a staff code of conduct policy, which is on the school web site and forms part of the induction training for all new staff.

Early Help

1. Early Help

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

Early Help also refers to the completion of a CAF and the accessing of in-school support such as the School Counsellor. If anyone other than the Designated Safeguarding Lead makes the referral, they should inform the Designated Safeguarding Lead as soon as possible. The local authority should make a decision within one working day of a referral being made about what course of action they are taking and should let the referrer know the outcome. Staff should follow up on a referral should that information not be forthcoming.

The Trust Primary Schools use the CAF as an assessment tool to facilitate early intervention and co-operation between agencies to improve outcomes for pupils.

This might be because:

- We are concerned about a pupil's health and general wellbeing
- We are concerned about their appearance
- A pupil has poor attendance
- We are concerned about a pupil's behaviour
- A pupil's parent/guardian has asked for support
- We need the input of external professionals to help us identify the needs of a pupil.

If, after a referral, the child's situation does not appear to be improving, the Designated Safeguarding Lead (or the person who made the referral) should press for reconsideration to

ensure their concerns have been addressed and, most importantly, that the child's situation improves.

If early help is appropriate, the Designated Safeguarding Lead should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate.

If early help or other support is appropriate, the case should be kept under constant review and consideration given to a referral to children's social care if the child's situation does not appear to be improving.

If a teacher, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

Child In Immediate Danger

If a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately.

Review Procedures

1. Staff training procedures will ensure that:

- All staff will be kept up to date on safeguarding issues and will be able to identify concerns and understand protocol to protect and safeguard pupils.
- All members of staff know how to respond to a pupil who makes a disclosure.
- All staff are made fully aware of their responsibilities in reporting concerns regarding a colleague's behaviour.
- The Designated Safeguarding Lead and deputies will undertake refresher training once every 2 years as a minimum with an annual update.
- All members of The Advisory Body, staff and volunteers will undertake refresher training once every 3 years as a minimum.
- All new members of The Advisory Body, staff and volunteers will also undertake induction training on Child Protection/safeguarding.
- All staff will have read and understood part 1 of KCSIE September 2016.

Appendix 1 Dealing With A Disclosure Of Abuse - All staff are made fully aware of their responsibilities in reporting concerns regarding a colleague's behaviour.

Appendix 2 - Recognising Signs Of Abuse

2. Each term the Designated Safeguarding Lead will review all cases and evaluate how well the school managed the cases. The following procedure will be used as a guideline:

- Were the "Keeping Children Safe in Education" guidelines followed?
- Were the records produced appropriate?
- Did the external agencies respond appropriately?
- How was the involvement of family members dealt with?
- Was the case well managed 'by the school', are improvements needed?

3. All staff have access to the Safeguarding policy and all new staff are given a copy as part of their induction training.

4. The Advisory Body will receive regular reports about all child protection/safeguarding matters i.e.: numbers of CP referrals and allegations against staff.
5. The Designated Safeguarding Lead will take part in regular de-briefing sessions through line management.
6. Children Missing Education – attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse, neglect, including sexual abuse and sexual exploitation. The Designated Safeguarding Lead will monitor unauthorised absence and take appropriate actions including notifying the Local Authority, particularly where pupils go missing on repeated occasions. Staff must be alert to the signs of pupils at risk of travelling to conflict zones, female genital mutilation and forced marriage.

Legislative Protocol

1. Allegations against staff:

- We understand that a pupil may make an allegation against a member of staff. If such an allegation is made the member of staff receiving disclosure will:
 - Take the allegation seriously
 - Inform the Designated Safeguarding Lead/Head immediately
 - Accurately record what they have been told/observed and respect confidentiality
 - The Head will discuss the allegation with the Local Authority Designated Officer (Lead Officer for Education Safeguarding - LADO)
 - If the allegation is made against the Head then the Designated Safeguarding Officer will inform the Chair of The Advisory Body and they will discuss the allegation with the LADO.
 - The school will refer to the following documents in relation to managing the allegation:
 - London and Bromley's Safeguarding Children Board Protocol
 - Safeguarding Children-Safer Recruitment in Education
 - London Child Protection Procedures
 - Keeping Children Safe in Education

2. Safer Recruitment

- The Trust Primary Schools will implement their responsibilities for safer recruitment as recommended in updated Safeguarding Children and Safer Recruitment legislation.
- The Head will complete the NCSL Safer Recruitment training.
- All SLT will complete the Safer Recruitment training.
- All staff offered positions within the school have offers made subject to an enhanced DBS check
- Enhanced DBS checks are renewed for all staff every 3 years.

Contractors

The school checks the identity of all contractors working on site and requests DBS with barred list checks where required by statutory guidance. Contractors who have not undergone checks will not be allowed to work unsupervised during the school day.

Child Protection Referrals

Child Protection referrals will only be made by the Designated Child Protection/Safeguarding Officer or a nominated deputy.

All members of staff and volunteers at the Schools are expected to be vigilant and look out for:

- Sudden changes in pupil behaviour
- Pupils becoming withdrawn
- Unexplained bruising/injury
- Reluctance to leave the classroom because “something” needs to be discussed
- Conversation in which a pupil reveals information of a worrying nature.

Any member of staff who has reason to be concerned should always act in the best interest of the pupil and inform the Designated Safeguarding Lead of their concerns, any signs of abuse, and details of the pupil’s disclosure, and any anxieties about the family.

The Designated Safeguarding Lead will contact the agencies below. In a circumstance where neither the Designated Safeguarding Lead, the Head nor a line manager is available, staff can also contact these agencies:

- MASH TEAM (Bromley)
- mash@bromley.gov.uk 0208 461 7373/7379/7026
- MASH TEAM (Lewisham) MASHagency@lewisham.gov.uk 02083149181
- Bromley Social Out of Hours 0208 464 4848
- The duty social worker will be contacted if the Designated Safeguarding Lead is unsure about whether or not a referral should be made.

All referrals should be submitted using the appropriate referral forms. In cases of serious and urgent concerns about a pupil’s welfare the referral can be made over the telephone and followed up in writing within 72 hours.

Parents/carers should always be informed that the referral has been made unless it is agreed that by doing so will put the pupil at risk from harm.

Child Protection Case Conferences

- It would be usual for the Designated Lead to attend conference.
- If invited, staff will be given priority to attend.
- A full report is produced and sent on 5 days prior to the conference as required by the BSCB, assuming staff are informed in good time.

Technology

To ensure the safeguarding of the pupils, staff should NOT have their mobile phones on in class. If there is a one-off emergency and a member of staff’s mobile phone needs to be on silent for a specific time, they are to seek the permission of the Head or Deputy Headteacher in their absence.

Staff should not use their own cameras or other recording devices to photograph or record pupils from our school either in school, during visits or outside of school.

Anything relating to school, especially information on children, should be emailed via staff school email accounts and never personal email accounts as this leaves staff vulnerable to safeguarding issues. All email accounts in E21C Trust follow the format of initial and surname@e21c.co.uk.

School email accounts can be used for personal items but it is a disciplinary offence to send any unsuitable adult or racist material through the schools’ network, or to make derogatory comments about pupils or staff, or to bring the schools into disrepute.

If a child wants to email in homework, the admin email address should be used and will then be forwarded on to the relevant member of staff.

E-Safety

Most of our pupils will use mobile phones and computers at some time. They are a source of fun, entertainment, communication and education. However, we know that some men, women and young people will use these technologies to harm pupils. The harm might range from sending hurtful or abusive texts and emails, to enticing pupils to engage in sexually harmful conversations, webcam photography or face-to-face meetings.

Cyber-bullying by pupils, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. Chat rooms and social networking sites the more obvious sources of inappropriate and harmful behaviour and pupils are not allowed to access these sites whilst in school.

No pupils in our schools, past or present, should be on staff face book accounts. If a pupil tries to contact a member of staff via Facebook, they should immediately inform the Designated Safeguarding Lead. It is a serious disciplinary offence for a member of staff to contact any child on Facebook. It is also a serious disciplinary offence to bring the school or its staff into disrepute in any way by writing or implying derogatory comments about them on Facebook.

Extended School and Off-site Arrangements

Where extended school activities are provided by and managed by the schools, our own safeguarding and child protection policy and procedures apply. If other organisations provide services or activities on our sites, we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities during school hours, we will check that effective child protection and safeguarding arrangements are in place.

Confidentiality

Staff have the professional responsibility to share relevant information about the protection of children with other professionals particularly investigating agencies.

Staff who receive the information about pupils and families in the course of their work should have the information only within the professional context. Child protection records should be kept securely locked.

Please see:

Appendix 3 for Procedures and Protocols for Self-Harm Care;

Appendix 4 for Protocols and Procedures for Supporting the Children of Offenders

Appendix 1

Dealing with A Disclosure of Abuse

A pupil may quite innocently disclose details of abuse that occurs within the family. It is also the case that pupils with experience of abuse may unburden themselves to a member of our staff as an adult they can trust. If this happens, a member of staff cannot promise to keep secret what the pupil has said.

It is vital that a member of our staff in whom a pupil has chosen to confide is sympathetic and supportive, encouraging dialogue in the following ways:

1. A room which is private and quiet but not too remote, should be found to discuss the concerns.
2. The member of staff should always believe what the pupil is saying – research has shown that pupils are very unlikely to fabricate allegations of sexual abuse.
3. The member of staff should remain calm and reassuring – pupils who suffered abuse may have low self-esteem and may withdraw if they detect signs of doubt or revulsion.
4. The member of staff should listen carefully and quietly but should never attempt to cross-examine the pupil or to press for evidence. Do not question or coach the pupil into saying information
5. The member of staff should not attach blame to any party.

The member of staff must then take the following steps:

1. Explain to the pupil that the disclosure must be reported – it is important for members of staff to stress that they believe the pupil's account and want to help by passing the information to the correct people.
2. Do not discuss concerns and fears with the parent(s) or indeed with anyone who is not involved in the case of the pupil. If the pupil's allegations prove to be untrue, reporting them to someone who is not concerned with the case of the pupil may be deemed defamatory.
3. In cases of serious disclosures, inform the designated lead or deputy designated teachers, immediately – this is essential. Do not delay due to other duties.
4. Log the conversation on the safeguarding website. This log should include all details of your conversation outline below:
 - a) The information revealed by the pupil in as much detail as possible.
 - b) Actions taken by the member of staff.
 - c) Date and Time when the suspicions were reported
 - d) To whom the suspicions were reported (was there anyone else in the room, where, context of how the conversation started).
5. The designated lead will then act on evidence and record on Safeguarding.com what follow up was taken by the school. This log must be completed by the end of the school day.

What if Abuse is Suspected?

- The designated teacher or deputy designated teacher should always be informed either in person or by the Safeguarding website.
- If the pupil is absent from school and absence may be suspect, this should be reported to the CP team – it may be that the pupil is kept at home to hide signs of abuse.
- Where injuries have been sustained, the member of staff should log on MY Concern of when and how the marks were noticed. If a pupil or parent makes a reference to the marks the member of staff should log what has been said.

- If a pupil is examined by the CP team or the medical staff, another member of staff should also be present.

The Role of the Member of Staff who Reports Allegations of Abuse

Some members of staff feel disloyal and uncomfortable in reporting abuse; all members of staff have a duty to report findings to the designated Lead or deputy Leads. Any decision on action is taken by all the support services. Members of staff who attend case conferences (usually Designated Safeguarding Lead) report as accurately as possible on the pupil's health and welfare, behaviour and educational attainment. It is the responsibility of the lead person on each case to complete paperwork in advance of each meeting. This lead person must also keep all files and the Safeguarding website up to date.

Recording Information

- All records should be logged on the Safeguarding website by either the CP team or the member staff who the pupil disclosed to.
- The Designated Safeguarding Lead and deputies will be responsible for recording information about each case and for collecting reports and notes from those involved in the case. The Designated Safeguarding Lead should not collect statements from the pupil but record or ask the person who initially listened to the pupil to record what the pupil said via the Safeguarding website.
- The log will document every aspect of the case as it develops including grounds for initial concern arising from, where appropriate, descriptions of injuries to the pupil or of worrying behaviour, a note of what the pupil said, composition of the case team, minutes of meetings of the case team and decisions reached, records of interviews, evidence offered to the case conferences, minutes and outcomes of case conference.
- Access to records will be confined to members of the Child Protection Team and appropriate agencies. All records should be kept separately from the main school file for security reasons in a locked filing cabinet and also the Safeguarding website access is restricted to key members of the Child Protection team.

Abuse by Education Employees

- It is essential that if ever there is a case of suspected abuse or inappropriate behaviour by a member of staff, that action is taken quickly and professionally in the interest and welfare of the pupil.
- In the rare event that any member of staff suspects any other member of staff of being involved in abuse or inappropriate behaviour, it is their responsibility to discuss these concerns with the Head and designated teacher or deputies, except where the suspect is either of these.
- Other than in a case where the suspected person is the Head, the Head should be immediately informed. The Head should contact the LADO immediately, in addition to the following the normal procedures for Child Protection.
- Where the Head is suspected, the designated Lead should contact the LADO and Chair of Advisory Body.

If the above procedures do not meet the concerns of the members of staff, then they should contact the Education Department directly.

Appendix 2

Recognising Signs Of 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
- 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 pupils when individuals, previously known or suspected to have abused pupils, move into the household. Staff should also be aware that vulnerable pupils, such as those with SEN and/or disability are more at risk of abuse.

Peer-on-Peer Abuse

KCSIE September 2016 makes it a requirement for schools to respond to peer-on-peer abuse. We recognise that pupils are capable of abusing their peers; pupils with intra-familial abuse in their histories, living with domestic abuse, LAC and pupils who have suffered bereavement feature as those who may abuse or have been abused by their peers but this can happen to any child. Peer-on-peer abuse is captured in four key definitions:

- The definition for domestic abuse (Home Office 2013) relates to young people aged 16 and 17 who experience physical, emotional, sexual and/or financial abuse, and coercive control, in their intimate relationships.
- The definition for child sexual exploitation (KCSE September 2016, p 11) captures young people aged under 18 who are sexually abused in the context of exploitative relationships, contexts and situations by a person of any age – including another young person.
- The definition for young people who display harmful sexual behaviour refers to any young person, under the age of 18, who demonstrates behaviour outside of their normative parameters of development (this includes, but is not exclusive to abusive behaviours) (Hackett 2011, NICE 2014).
- Serious youth violence is defined with reference to offences (as opposed to relationships/contexts) and captures all those of the most serious in nature. (London Safeguarding Children Board 2009).

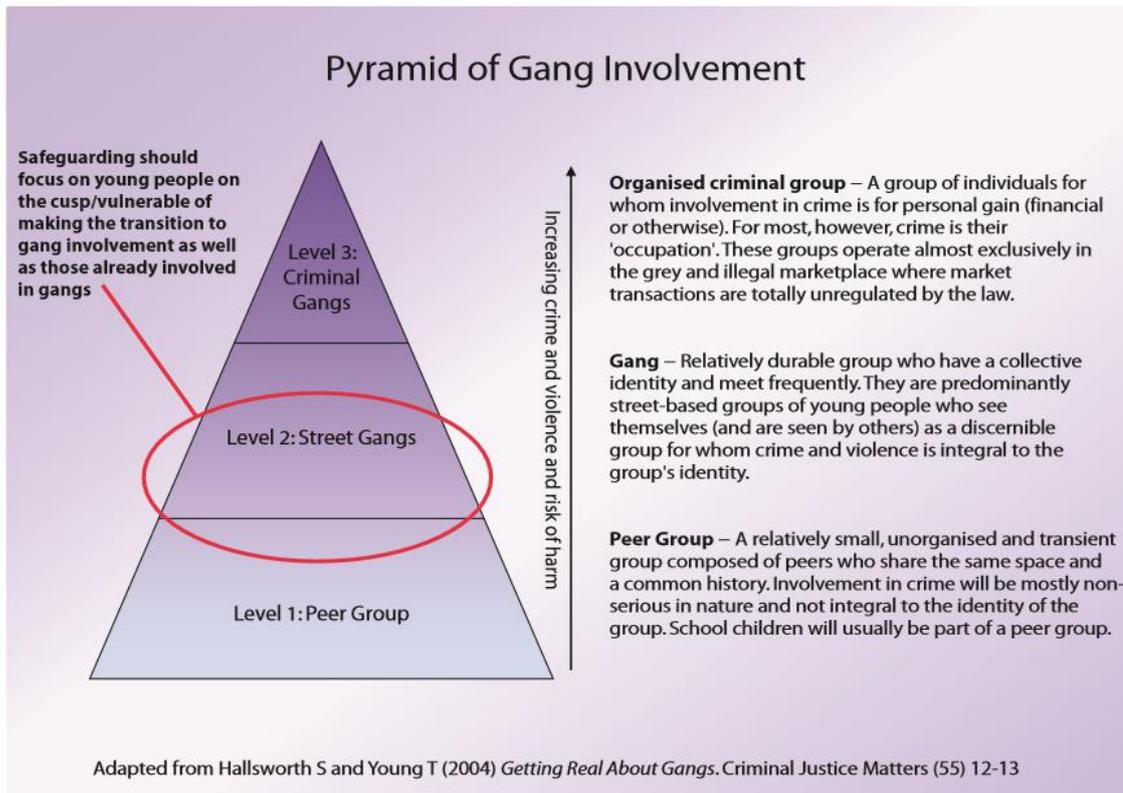
Further guidance for peer-on-peer abuse is contained within the anti-bullying policy. The Trust Primary Schools are serious about dealing with issues around Peer on Peer abuse including sexting and follow the protection procedures in the UKCCIS guidance: Sexting in Schools and Colleges, 2016.

Definition of a Gang

Being part of a friendship group is a normal part of growing up and it can be common for groups of pupils to gather together in public places to socialise.

Belonging to such a group can form a positive and normal part of young people's growth and development. These groups should be distinguished from 'street gangs' for whom crime and violence are a core part of their identity, although 'delinquent peer groups' can also lead to increased antisocial behaviour and youth offending. Although some group gatherings can lead to increased antisocial behaviour and youth offending, these activities should not be confused with the serious violence of a gang.

The diagram below sets out a tiered approach to defining gangs. This guidance is focused on those young people on the periphery of becoming involved with street gangs and those young people already involved in some way with:



The factors which influence a pupil's propensity to initiate violence include:

- Parenting which is cold / uncaring, non-nurturing and neglectful;
- Parenting which includes harsh disciplining;
- Maltreatment, such as physical or sexual abuse in childhood (abuse by adults and peers within and outside of the family); and/or
- Trauma such as domestic violence or involvement in or witnessing conflict violence.

Extremism and Radicalisation

We will help support pupils who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a pupil is being directly influenced by extremist materials or influences, we will ensure that pupils are offered mentoring. In such instances our schools will seek external support from appropriate services working to prevent extremism.

However, staff will be alert to the fact that whilst extremism and radicalisation is broadly a safeguarding issue, there may be some instances where a pupil or pupils may be at direct risk of harm or neglect. For example, this could be due to a pupil displaying risky behaviours in terms of the activities they are involved in or groups they are associated with or staff may be aware of information about a pupil's family that may equally place a pupil at risk of harm. (These examples are for illustration and not definitive or exhaustive).

Therefore, all adults working within the Trust Primary Schools (including visiting staff, volunteers, contractors and pupils on placement) are required to report instances where they believe a pupil may be at risk of harm or neglect to the Designated Safeguarding Lead, including any harm through extremism or radicalisation. Please refer to our Extremism and Radicalisation Policy for the full procedural framework on our safeguarding duties in protecting our pupils from extremism and radicalisation. It is a statutory duty under the Counter Terrorism and security Act 2015, The Prevent Duty to report any concerns of radicalisation or extremism.

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/carers 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

Pupils 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 on 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 pupils 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 pupils 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 pupils.

Developmental sexual activity encompasses those actions that are to be expected from pupils 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 pupils, educative inputs may be enough to address the behaviour.

Abusive sexual activity includes 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 what 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 pupils 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/carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and irresponsible with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

Child Sexual Exploitation

Statutory Definition:

'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.'

Published by the Government, February 2016.

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying pupils 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.

This should be reported via normal social services channels who will then contact police exploitation team.

Forced Marriage (FM)

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

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 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

It is a statutory duty for staff to report disclosures of FGM and all staff are aware they need to phone police immediately after 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 (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), Forced Marriage (FM) and practices such as breast Ironing. All forms of HBV are abuse.

Fabricated or Induced Illness

A rare form of child abuse, which may include parents/carers fabricating signs and symptoms of illness, falsifying medical records, letters or documents, or inducing illness.

Signs:

- Frequent and unexplained absences from school, particularly from PE lessons
- Regular absences for doctor's or hospital appointments
- Repeated claims by parent(s) that a child is frequently unwell and that he/she requires medical attention for symptoms which, when described are vague in nature, difficult to diagnose and which teachers/early years' staff have not themselves noticed (for example, headaches, tummy aches, dizzy spells)

Frequent contact with opticians and/or dentists or referrals for second opinions

Gangs and Youth Violence

Gangs are defined as a relatively durable, predominantly street-based group of young people who:

- See themselves (and are seen by others) as a discernible group
- Engage in criminal activity and violence
- Lay claim over territory
- Have some form of identifiable structural feature
- Are in conflict with other, similar gangs

Early warning signs of gang involvement or youth violence include:

- Aggression
- Truancy
- Substance use

The Trust Primary Schools would work with local police and 'community safety partners' when developing an approach.

Effective approaches include:

- Mentoring programmes
- Bullying prevention
- Improving social skills and resilience
- Involving parents/carers
- Cognitive Behaviour Therapy (CBT)

Gender-Based Violence/Violence Against Women and Girls

Violence against women and girls (VAWG) is a term that covers a number of offences including domestic violence, stalking, sexual assault, forced marriage and FGM.

The Trust Primary Schools will educate pupils about healthy relationships and consent so that pupils recognise abuse and know they can seek help.

If there is a risk of immediate serious harm to a child, a referral would be made to children's social care immediately.

Private Fostering

Private fostering arrangements are arrangements made without the involvement of the LA for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative.

Privately fostered children are a potentially vulnerable group.

Signs to look out for:

- A child being collected from school by someone new on a regular basis
- A child mentioning that he/she is staying somewhere else or that his/her parents/carers have gone away
- Something unusual or unclear in the child's administration file

Staff should notify the school's safeguarding lead where they become aware of private fostering arrangements.

The safeguarding lead should speak to the family of the child involved to check that they are aware of their duty to inform the LA.

Trafficking

Any child transported for exploitative reasons is considered to be a trafficking victim.

Exploitation includes prostitution or other sexual exploitation, forced labour or services, slavery or servitude.

Signs include:

- A history with missing links and unexplained moves
- Indication of physical or sexual abuse

Appendix 3

Protocols and Procedures for Self Harm Care

<p><u>Key Staff in addition to whole school responsibility:</u> Head of School, Deputy Headteacher for E21C Primaries, Place2Be</p>	
<p><u>General Notes:</u> “Intentional self-poisoning or injury, irrespective of the apparent purpose of the act. Self-harm includes poisoning, asphyxiation, cutting, burning and other self-inflicted injuries”.</p>	
<p><u>Self-harm can take many forms, including:</u></p> <ul style="list-style-type: none"> • Cutting and scratching • Causing bruises • Self-poisoning/overdosing • Banging head against a wall • Pulling out hair • Burning • Swallowing objects • Jumping from heights/in front of vehicles • Breaking an arm/leg • Inserting foreign object into their body • Other risky behaviour 	<p><u>Schools’ plan to try to support pupils:</u></p> <ul style="list-style-type: none"> • Create a supportive environment where pupils feel comfortable to talk to someone if they have a problem. • Cover self-harm within the safeguarding training for staff with guidance on procedures. • Provide professional fully qualified Counselling service which is independent of the school but where pupils can feel safe and can access professional support. • Address emotional well-being through PHSCE and assemblies. • Provide a peer support scheme led by a member of staff trained in this area.
<p><u>Staff Procedure:</u></p> <ul style="list-style-type: none"> • On discovery/disclosure, stay calm, listen and reassure. • If necessary, call for first aid. • Ensure the pupil understands limits of confidentiality. • Inform the Designated Lead. • DSL will inform parents and where appropriate arrange a meeting. • Refer where appropriate counselling/other professionals. • Plan and co-ordinate support services. • Refer to the Peer support group leader • Continue to monitor and review. • If there is a CP concern, follow the Safeguarding Policy guidance. 	<p><u>Some reasons for self-harm:</u></p> <p>There are many reasons – this list is not definitive and everyone’s experience is different, but could include:</p> <ul style="list-style-type: none"> • Problems with relationships at home • Issues with friendship groups • Bullying • Test stress • Times of change and transition • Mental health issues • Lack of self-esteem/confidence/ability to cope • Previous experience – particularly pupils who have been a subject of abuse.
<p><u>Myths about self-harm:</u> There are many myths and misconceptions: it is manipulative, attention seeking, done for pleasure, copycat behaviour, fashionable, a phase, associated with ‘goths’, is an attempt at suicide which has not worked. However, there is a growing concern that it is significantly on the rise and is thought to be encouraged through certain websites and blogs.</p>	
<p><u>Note:</u> Do not attempt to stop someone from self-harming – offer support mechanisms and alternatives with support from multi-agencies and professionals.</p>	

Appendix 4

Protocols and Procedures for Supporting the Children of Offenders

<p><u>Key Staff in addition to whole school responsibility:</u> Head of School, Deputy Headteacher for E21C Primaries, Place2Be</p>	
<p><u>General Notes:</u> Depending on family circumstances and individual resilience, pupils whose parent may be imprisoned, can experience significant deterioration in their outcomes as a result of the imprisonment. The Primary Schools strive to support those pupils in every way possible to minimise the impact and ensure that they are kept safe and cared for through all means possible. The schools provides a non-judgemental, confidential environment in which pupils and families can disclose information and access support.</p>	
<p><u>First Response:</u></p> <ul style="list-style-type: none"> • It is very important to listen to the child and to take in and assess their individual needs. • The pastoral team and class teacher will endeavour to support the child through targeted interventions and care. • The class teacher will monitor attendance carefully and keep in contact where appropriate with the home. • Any stress leading to disruptive behaviour would prompt a time out card and access to support systems. • The pupil would be offered internal confidential and independent counselling. • Where appropriate the pupil may be offered a mentor. 	<p><u>Continued Support:</u></p> <ul style="list-style-type: none"> • The class teacher and other key staff would monitor key indicators and track progress over time to ensure that the pupil is not underachieving, and where appropriate use internal intervention strategies. • The school has a “no excuse” policy/ethos which applies to all pupils, but which is coached in additional support, encouragement, engagement and support to help vulnerable and disadvantaged pupils fulfil their potential despite the problems which may be associated with pupils whose parents are incarcerated.
<p><u>Use of Outside Agencies and i-Hop:</u></p> <ul style="list-style-type: none"> • Where appropriate, the school will seek additional advice and resources, which are available through i-Hop (0808 802 2013 Mon-Fri 9am-5pm). • POPS (Partners of Prisoners and Families Support Group) is another resource. • Barnardo’s are also available for advice for staff. • Staff who are responsible for the care of a child of an offender, will be given appropriate guidance and support. • Other professionals will be approached should a need arise. 	<p><u>Other Concerns/Behaviours that may result:</u></p> <ul style="list-style-type: none"> • Difficult to concentrate on school work. • High levels of anxiety and worry. • Becoming withdrawn. • Being bullied or bullying others. • Having difficulty in paying for school events/trips. • Beginning to commit offences themselves. • Becoming increasingly aggressive. • Becoming disengaged and absent.