

# **Child Protection and Safeguarding Policy**

**RELATING TO**

All Academies of the Shaw Education Trust  
for the academic year 1<sup>st</sup> September 2017 to 31<sup>st</sup> August 2018

**WAS APPROVED BY THE EXECUTIVE LEADERSHIP TEAM  
OR BOARD OF DIRECTORS**

**ON**

**SIGNED BY MEMBER OF THE BOARD**

**NAME [Print].....**

**POSITION.....**



## **Background**

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002.

The policy was revised in 2016 to reflect the changes in national guidance as a consequence of the publication of revisions to 'Keeping Children Safe in Education' (September 2016). This guidance became statutory with immediate effect and all schools and colleges must have regard to it when carrying out their duties to safeguard and promote the welfare of children.

This document should be read in conjunction with '*Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children*' (March 2015).

In accordance with the guidance, academy councils should ensure that the school's child protection & safeguarding policy is:

- publicly available via the school website or by other means;
- provided to all staff (including temporary staff) at induction along with a staff code of conduct.

Safeguarding is everyone's responsibility. Academy Councils and Headteachers should ensure that all staff have read Part One of 'Keeping Children Safe in Education', September 2016.

The overall responsibility for the approval of this Policy sits with the Trust Board. However, the day to day operational management and implementation of the Policy is the responsibility of the Headteacher and the Local Academy Council. Schools will have developed and approved their own Child Protection and Safeguarding Policies which must conform to the wider context of this policy.

Reference to Headteacher in this Policy includes Head of School and/or the Principal where applicable.

### **1. Introduction**

1.1 This policy has been developed to ensure that all adults in the Shaw Education Trust are working together to safeguard and promote the welfare of children and young people.

1.2 This policy describes the management systems and arrangements in place to create and maintain a safe learning environment for all our children, young people and staff. It identifies actions that should be taken to redress any concerns about child welfare.

1.3 The Headteacher, or in their absence, the authorised member of staff has the ultimate responsibility for safeguarding and promoting the welfare of children and young people.

1.4 Safeguarding and promoting the welfare of children and young people goes beyond implementing basic child protection procedures. It is an integral part of all activities and functions of The Shaw Education Trust. This policy complements and supports other relevant school policies, available on each school's website.

1.5 Under the Education Act 2002 schools have a duty to safeguard and promote the welfare of their pupils and, in accordance with guidance set out in 'Working Together to Safeguard Children 2015', The Shaw Education Trust will work in partnership with other organisations where appropriate to identify any concerns about child welfare and take action to address them.

## **2. Ethos**

2.1 The Shaw Education Trust aims to create and maintain a safe learning environment where all children and adults feel safe, secure and valued and know they will be listened to and taken seriously.

2.2 Our pupils should have access to appropriate curriculum opportunities, including emotional health and wellbeing, to support the development of the skills needed to help them stay safe and healthy, develop their self-esteem and understand the responsibilities of adult life, particularly in regard to child care and parenting skills.

2.3 Access to cross-curricular activities will provide opportunities to develop self-esteem and self-motivation and to help pupils respect the rights of others, particularly those groups who may be considered a minority.

## **3. THE CURRICULUM**

3.1 All children have access to an appropriate curriculum, differentiated to meet their needs. This enables them to learn to develop the necessary skills to build self-esteem, respect others, defend those in need, resolve conflict without resorting to violence, question and challenge and to make informed choices in later life.

3.2 Children and young people are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote respect and empathy for others. There is access to information and materials from a diverse range of sources which promote social, spiritual and moral well-being and physical and mental health.

3.3 Personal Health and Social Education, and Religious Education lessons will provide opportunities for children and young people to discuss and debate a range of subjects including lifestyles, forced marriage, family patterns, religious beliefs and practices and human rights issues. All pupils will be taught about safeguarding including online safety and how to keep themselves safe in a range of situations.

3.4 All pupils will know that there are adults in the school whom they can approach in confidence if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect.

#### **4. KEEPING RECORDS**

4.1 The Shaw Education Trust academies will keep and maintain up-to-date information on children on the school roll including where and with whom the child is living, attainment, attendance, referrals to and support from other agencies and any other significant event in a child's life.

Ensuring that all child protection records are kept confidentially and securely and are separate from pupil records until the child's 25<sup>th</sup> birthday, Child Protection information must be copied and sent under separate cover to new school/college whilst the child is still under 18 (i.e. the information does not need to be sent to a university for example).

All this information must be redacted so the names of third parties are not stated. Where Child Protection records are passed on to another school/education setting/ then a receipt must be provided by the receiving school/education.

#### **5. ROLES AND RESPONSIBILITIES**

##### **5.1 The Headteacher will ensure that:**

- The policies and procedures adopted by the Academy Council to safeguard and promote the welfare of pupils are fully implemented and followed by all staff including volunteers.
- Safe recruitment and selection of staff and volunteers is practiced.
- A Designated Safeguarding Lead (DSL) for child protection is identified and receives appropriate on-going training, support and supervision.
- Sufficient time and resources are made available to enable the Designated Safeguarding Lead to discharge their responsibilities, including attending inter-agency meetings, contributing to the assessment of children and young people, supporting colleagues and delivering training as appropriate.
- All staff and volunteers receive appropriate training which is updated at least annually via briefings, bulletins and emails.
- All temporary staff and volunteers are made aware of the school's safeguarding policy and arrangements.
- All staff and volunteers feel safe about raising concerns about poor or unsafe practice in regard to the safeguarding and welfare of the children and young people and such concerns will be addressed sensitively and effectively.
- Parents/carers are aware of and have an understanding of the school's responsibilities to promote the safety and welfare of its pupils by making its obligations clear in the school/setting prospectus.
- Processes are in place to identify children who may benefit from early help and ensure that all staff are aware of the processes.

## 5.2 The Academy Council will ensure that:

- A member of the Academy Council is identified as the designated governor for Safeguarding and receives appropriate training. The identified governor will provide the academy council with appropriate information about safeguarding and will liaise with the Designated Safeguarding Lead member of staff.
- A senior leader has Designated Safeguarding Lead responsibility.
- The school's safeguarding policy is regularly reviewed and updated and the school complies with local safeguarding procedures.
- The school operates safe recruitment and selection practices including appropriate use of references and checks on new staff and volunteers.
- All staff and volunteers who have regular contact with children and young people receive appropriate training which is up-dated at least annually.
- There is a Child Protection & Safeguarding policy together with a staff behaviour (code of conduct) policy
- The school has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.
- On appointment, the Designated Safeguarding Lead undertakes interagency training and also undertakes an 'update' course every 2 years.
- Any weaknesses in Child Protection are remedied immediately.
- A member of the Academy Council, usually the Chair, is nominated to liaise with the local authority on Child Protection issues and in the event of an allegation of abuse made against the Headteacher
- Child Protection & Safeguarding policies and procedures are reviewed annually and that the Child Protection & Safeguarding policy is available on the schools' website or by other means. Parents/ carers are made aware of this policy and their entitlement to have a copy of it.
- The Academy Council considers how children may be taught about safeguarding. This should be part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE) and Religious Education (RE).
- An enhanced DBS check is in place for the Chair of Council and new governors on appointment.
- Appropriate filters and monitoring systems are in place to ensure that young people are safeguarded from potentially harmful and inappropriate material online in the academies.
- A designated teacher for looked after children is in place to promote the educational achievement of this group of children and ensure that this person has the appropriate training.

**5.3 The Designated Safeguarding Lead** has a specific responsibility for championing the importance of safeguarding and promoting the welfare of children and young people

registered in the school. The Designated Safeguarding Lead should be a member of the Senior Leadership Team of the school. The Designated Safeguarding Lead will:

- Act as the first point of contact with regards to all safeguarding matters (with the exception of safeguarding concerns about adults in the school which must be referred to the Headteacher).
- Attend up-dated safeguarding lead training every two years.
- Provide relevant information to the local authority on how the school carries out its safeguarding duties.
- Provide support and training for staff and volunteers and make sure that they receive Local Safeguarding Children Board approved refresher training every three years and regular safeguarding updates, at least annually, via e-mail, meetings or e-bulletins.
- Ensure that the schools actions are in line with the Local Safeguarding Children Board (LSCB) Safeguarding Inter-Agency Procedures.
- Refer a child if there are concerns about possible abuse, to the Local Authority, and acting as a focal point for staff to discuss concerns. Referrals should be made in writing, following a telephone call using a Referral Form.
- Keep copies of all referrals to multi agency) and any other agencies related to safeguarding children.
- Ensure that all staff and volunteers receive information on safeguarding policies and procedures from the point of induction.
- Ensure that any staff with specific responsibility for safeguarding children receive Level 2 and above training.
- Manage and keep secure the school's safeguarding records.
- Ensure that all staff and volunteers understand and are aware of the school's reporting and recording procedures and are clear about what to do if they have a concern about a child.
- Liaise with the Headteacher about any safeguarding issues.
- Ensure that the Child Protection & Safeguarding Policy is reviewed and up-dated annually.
- Keep up to date with changes in local policy and procedures and are aware of any guidance issued by the DfE concerning Safeguarding.
- Send a pupil's child protection or safeguarding file separately from the main file to a new establishment if a pupil leaves the school and ensure that a receipt for the file is received.
- Provide, with the Headteacher, an annual report for the governing body, detailing any changes to the policy and procedures; training undertaken by the Designated Safeguarding Lead, and by all staff and governors; number and type of incidents/cases, and number of children on the child protection register (anonymised).

## **6. Staff**

- All staff are aware that safeguarding concerns about adults in the school should be made to the Headteacher.
- All staff may raise concerns directly with Children's Social Care services.

- All staff must be aware that where a referral has been made by a member of staff other than the designated lead for safeguarding, the safeguarding lead should be informed as soon as possible, that a referral has been made.
- All staff must read part 1 of 'Keeping Children Safe in Education', September 2016.
- Any concerns about the Headteacher should be reported to the Chair of Academy Council.
- All members of staff and volunteers are provided with child protection awareness information at induction, including the school safeguarding statement so that they know who to discuss a concern with.
- All members of staff are trained in and receive regular updates in e-safety and reporting concerns.

## **7. SAFE RECRUITMENT AND SELECTION OF STAFF**

The Trust's recruitment and selection policies and processes adhere to the DfE guidance set out in 'Keeping children safe in education-Statutory guidance for schools and colleges' September 2016.

## **8. WORKING WITH OTHER AGENCIES**

The Shaw Education Trust has developed effective links with other relevant agencies and works with these agencies to ensure that the welfare of children is promoted and that they are protected from harm. Inter-agency working in each school must reflect the local safeguarding children board's arrangements in the relevant local authority.

The schools will notify the allocated social worker if:

- It has been agreed as part of any child protection plan or core group plan.
- A child subject to a child protection plan is about to be permanently excluded.
- There is an unexplained absence of a pupil who is subject to a child protection plan.

## **9. CONFIDENTIALITY AND INFORMATION SHARING**

Staff ensure that confidentiality protocols are followed and information is shared appropriately. The Headteacher or Designated Safeguarding Lead discloses any information about a pupil to other members of staff on a need to know basis only.

All staff and volunteers must understand that they have a professional responsibility to share information with other agencies in order to safeguard children. All staff and volunteers must be clear with children that they cannot promise to keep secrets.

## **10. TRAINING FOR STAFF AND VOLUNTEERS**

- Training is provided for all staff and volunteers. Induction training includes basic safeguarding information about the school's policies and procedures, signs and symptoms of abuse (emotional and physical), how to manage a disclosure from a child as well as when and how to record a concern about the welfare of a child.



- All staff and volunteers who are in regular contact with children will receive basic Level 1 training which is up-dated by refresher training every 3 years. The Designated Safeguarding Lead will receive refresher training every two years as well as further training at Level 2 and above.
- All staff will receive regular training or briefings on particular safeguarding issues, for example, Child Sexual Exploitation, radicalisation & E-safety (including cyber bullying & Sexting). This training will take place at least annually.
- Safer recruitment training will be undertaken by staff and governors involved in recruitment.

## **11. RECORDING AND REPORTING CONCERNS**

All staff, volunteers and visitors have a responsibility to report any concerns about the welfare and safety of a child and all such concerns must be taken seriously. If a concern arises all staff, volunteers and visitors must:

- Speak to the Designated Safeguarding Lead or the person who acts in their absence
- Agree with this person what action should be taken, by whom and when it will be reviewed
- Record the concern using the school's safeguarding recording system.

## **12. INFORMING PARENTS/CARERS**

Our approach to working with parents/carers is one of transparency and honesty and our responsibility is to safeguard and promote the welfare of all the children in our care. We aim to do this in partnership with our parents/carers. In most cases parents and carers will be informed when concerns are raised about the safety and welfare of their child. Parents and carers should be given the opportunity to address any concerns raised.

Parents and carers will be informed if a referral is to be made multi-agency referral teams or any other agency.

Parents/carers will not be informed if it is believed that by doing so would put the child at risk. In such cases the Designated Safeguarding Lead or Headteacher will seek advice from MARAT.

## **13. CHILDREN MISSING FROM EDUCATION**

Knowing where children are during school hours is an extremely important aspect of safeguarding. Missing school can be an indicator of abuse, neglect and radicalisation, and in older children may raise concerns around child sexual exploitation. As detailed in the guidance, all staff need to be aware of the signs to look out for and potential safeguarding concerns 'such as travelling to conflict zones, female genital mutilation and forced marriage'.

Attendance is monitored daily and pupils who are missing from school without permission for 10 days are reported to the Local Authority. In addition pupils who have irregular

attendance at school are also reported to the Local Authority and their attendance is closely monitored.

Pupils who are deleted from the school register for any of the following reasons are also reported to the Local Authority immediately upon deletion of the record:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded

#### **14. DOMESTIC ABUSE**

The school is aware that children and young people's development, as well as their social and emotional resilience, is affected by many factors including exposure to domestic abuse within the family situation and is a safeguarding issue.

Children and young people react to domestic abuse in similar ways to other types of abuse and trauma.

Information about Domestic Abuse and its effect upon children and young people will be incorporated into staff Safeguarding and Child Protection training and briefings and the school's Child Protection & Safeguarding Policy and Procedures will be used to protect children and young people exposed to, and at risk from, domestic abuse.

Any child or young person thought to be at immediate risk will be reported without delay to MARAT or the Emergency Duty Team will be contacted as soon as possible.

#### **15. FORCED MARRIAGE**

The school is sensitive to differing family patterns and lifestyles and child-rearing patterns that vary across different racial, ethnic and cultural groups. Forced marriage is a form of child, adult and domestic abuse and, in line with statutory guidance, is treated as such by the school. Child abuse cannot be condoned for religious or cultural reasons.

Information about Forced Marriage will be incorporated into staff Safeguarding and Child Protection training and briefings and the school's Child Protection & Safeguarding Policy will be used to protect a victim or potential victim of forced marriage.

If a case of forced marriage is suspected, parents and carers will not be approached or

involved about a referral to any other agencies.

## **16. CHILD PROTECTION CONFERENCES AND CORE GROUP MEETINGS**

Members of staff are likely to be asked to attend a child protection conference or other relevant core group meetings about an individual pupil and will need to have as much relevant updated information about the child as possible. A child protection conference will be held if it is considered that the child/children are suffering or at risk of significant harm.

All reports for a child protection conference should be prepared in advance of the meeting and will include information about the child's physical, emotional, intellectual development and wellbeing as well as relevant family related issues. This information will be shared with the parents/carers.

## **17. SAFER WORKING PRACTICE**

The Shaw Education Trust expects staff and volunteers to set a good example to pupils through their own conduct and behaviour and aims to protect them from the risk of allegations being made against them by ensuring they maintain high standards of professionalism and appropriate boundaries.

The Headteacher will ensure that there is a written code of conduct in place and that each member of staff, including volunteers, signs a code of conduct agreement on appointment that sets out the Trust's expectations with regards to standards of professional behaviour and that all staff have access to the relevant policies.

- a. Staff and volunteers should be aware of current guidance on safe teaching practice contained in the document "*Guidance for safer working practice for adults working with children & young people*" (2015).

## **18. SAFER USE OF THE INTERNET AND DIGITAL TECHNOLOGY**

The Shaw Education Trust recognises that in a modern learning environment, use of the Internet, multimedia devices and digital imaging facilities are part of everyday requirements. However a child/young person's safety will remain the priority of the school. All schools must ensure that appropriate filters and monitoring systems are in place to safeguard pupils from potentially harmful and inappropriate material online.

All staff are aware that any items that have capability for use of the Internet or the creation of digital images (including mobile phones) must be used by children/young people under appropriate supervision. If any such item that belongs to a member of staff is brought onto the school site, it is the responsibility of that staff member to ensure that these items contain nothing of an inappropriate nature.

Children/young people are not permitted to directly access items that do not belong to the school.

If there is any suspicion that any multimedia device or computer contains any images or content of an inappropriate nature, the Headteacher or Designated Safeguarding Lead should be informed immediately.

Social Networking Sites are part of everyday culture within the cyber environment and all staff will promote safe use of the internet to all children/young people. The school curriculum will include the input of appropriately trained personnel around Internet Safety and safe use of media items. Staff will ensure that any personal use of Social Networking sites does not in any way impinge upon the school or their professional standards. Any concerns regarding a staff member's conduct should be brought to the immediate attention of the Headteacher or the Designated Safeguarding Lead.

Any attempt by a child/young person to contact staff via such internet sites will immediately be reported to the Headteacher or Designated Safeguarding Lead in order that appropriate advice can be given to the child/young person and their parents/carers regarding professional boundaries and the safety of the child/young person.

## **19. POSITION OF TRUST**

All school staff are aware that inappropriate behaviour towards children is unacceptable and that their conduct towards all children must be beyond reproach. In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a child under 18 may be a criminal offence, even if that child is over the age of consent.

## **20. MANAGING ALLEGATIONS AND CONCERNS AGAINST STAFF AND VOLUNTEERS**

The Trust follows the procedures recommended by the Local Safeguarding Children Board (LCSB) when dealing with allegations made against staff and volunteers.

All allegations made against a member of staff and volunteers, including contractors or security staff working on site, will be dealt with quickly and fairly and in a way that provides effective protection for the child while at the same time providing support for the person against whom the allegation is made.

## **COMPLAINTS OR CONCERNS BY PUPILS, STAFF OR VOLUNTEERS**

Any concern or expression of disquiet made by a child will be listened to seriously and acted upon as quickly as possible to safeguard his or her welfare.

We will make sure that the child or adult who has expressed the concern or made the complaint will be informed not only about the action to be taken but also where possible about the length of time required to resolve the complaint. We will endeavour to keep the child or adult informed about the progress of the complaint/expression of concern.

## **21. VULNERABLE CHILDREN**

The Trust recognises that there are some children who are more vulnerable to child

protection and safeguarding issues than others and these groups of children are closely monitored by the relevant staff. There are further specific policies and procedures in school to support these groups of children: those with Special Educational Needs / Disability (SEND), children who are looked after by the local authority (LAC), young carers, children who have medical conditions and children of Gypsy, Roma & Traveller (GRT) families.

## **22 SERIOUS CASE REVIEWS**

The LSCB will always undertake a serious case review when a child or young person dies (including death by suicide) and abuse or neglect is known or suspected to be a factor in their death. The purpose of the serious case review is to:

- a. Find out if there are any lessons to be learnt from the case about how local professionals and agencies work together to safeguard and promote the welfare of children and young people.
- b. Identify what those lessons are, how they will be acted on and what is expected to change as a result of the serious case review.
- c. Improve inter-agency working to better safeguard and promote the welfare of children and young people.
- d. If required The Shaw Education Trust will provide an individual management report for a serious case review and will cooperate fully with implementing outcomes of the review including reviewing policy, practice and procedures as required.

## **23. Disqualification by association**

The Trust will implement the Childcare (Disqualification) Regulations 2009 as appropriate, by requesting that all staff complete a declaration form as part of the recruitment process and annually thereafter and will follow the statutory guidance "Disqualification under the Childcare Act 2006":

### **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

### **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 discoloration 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
- Scapegoated 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. As detailed in the statutory guidance 'staff should recognise that children are capable of abusing their peers'. The procedures for investigating and dealing with peer-on-peer abuse must be made clear to all staff through safeguarding training and the school's policy.

### **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 defined as ‘a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point’.

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 their dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)

- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

## **Appendix Two**

### **Forced Marriage**

#### **(FM)**

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

#### **Four 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. The Serious CRIME Act 2015 came into force in July 2015 and with it new legal powers to deal with FGM.

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 urinary tract infection
- Disclosure

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

From 1<sup>st</sup> October 2015 there is a new mandatory reporting duty placed on schools where they discover that FGM has been carried out on a girl under 18. It is important to note that staff will become aware of FGM by disclosure, not through physical examination.

## **Radicalisation – Prevent Duty**

The Trust has a statutory duty in the following areas with the aim of safeguarding pupils from radicalisation, extremism and terrorism:

- Assessing the risk of pupils being drawn into terrorism, including support for the extremist ideas that are part of terrorist ideology.
- Demonstrating that robust safeguarding policies are in place to identify children at risk, and intervening as appropriate (by referring pupils to Channel or MARAT, for example).
- Ensuring that clear protocols are in place so that any visiting speakers are suitable and appropriately supervised within school.
- Ensuring that fundamental British values are promoted within the curriculum and extra-curricular activities and reflected in the general conduct of the school.
- Ensuring that safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the Local Safeguarding Children Board (LSCB).
- Training key staff to give them the knowledge and confidence to identify children at risk of being drawn into terrorism and challenge extremist ideas. Staff know where and how to refer children and young people for further help.
- Protecting children from terrorist and extremist material when accessing the internet in school, including by establishing appropriate levels of filtering.

## **Sexting**

‘Sexting’ is one of a number of ‘risk-taking’ behaviours associated with the use of digital devices, social media or the internet. It is accepted that young people experiment and challenge boundaries and therefore the risks associated with ‘online’ activity can never be completely eliminated. However The Shaw Education Trust has a series of advice and guidance to pupils to help them to understand, assess, manage and avoid the risks associated with online activity. The Trust recognises its duty of care to its young people who do find themselves involved in such activity as well as its responsibility to report such behaviours where legal or safeguarding boundaries are crossed.

There are a number of definitions of ‘sexting’ but for the purposes of this policy sexting is simply defined as:

Images or videos generated

- by children under the age of 18, or
- of children under the age of 18 that are of a sexual nature or are indecent.

These images are shared between young people and/or adults via a mobile phone, handheld device, computer, ‘tablet’ or website with people they may not even know.

There are many different types of sexting and it is likely that no two cases will be the same. It is necessary to carefully consider each case on its own merit. However, it is important that The Shaw Education Trust applies a consistent approach when dealing with an incident to help protect young people and the school. For this reason the Designated Safeguarding Lead (or Headteacher in the absence of the DSL) needs to be informed of any 'sexting' incidents. The range of contributory factors in each case also needs to be considered in order to determine an appropriate and proportionate response, which should be recorded. All colleagues are expected to be aware of this.

A child is likely to be very distressed especially if the image has been circulated widely and if they don't know who has shared it, seen it or where it has ended up. They will need pastoral support during the disclosure and after the event. They may even need immediate protection or a referral to police or social services; parents should be informed as soon as possible (police advice permitting).

### **Appendix Three**

#### **Information Sharing**

##### **Advice**

In March 2015, the government published advice: Information Sharing. Many professionals are wary about sharing information and are concerned about breaching the Data Protection Act. This document is quite clear about sharing information and encourages practitioners to balance the risk of sharing with the risk of not sharing.

Everyone working with children must know the signs and symptoms of abuse and understand under what circumstances they are allowed to share information. Lord Laming emphasised that the safety and welfare of children is of paramount importance and highlighted the importance of practitioners feeling confident about when and how information can be legally shared.

##### **Seven golden rules to sharing information**

1. Remember that the Data Protection Act 1998 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from

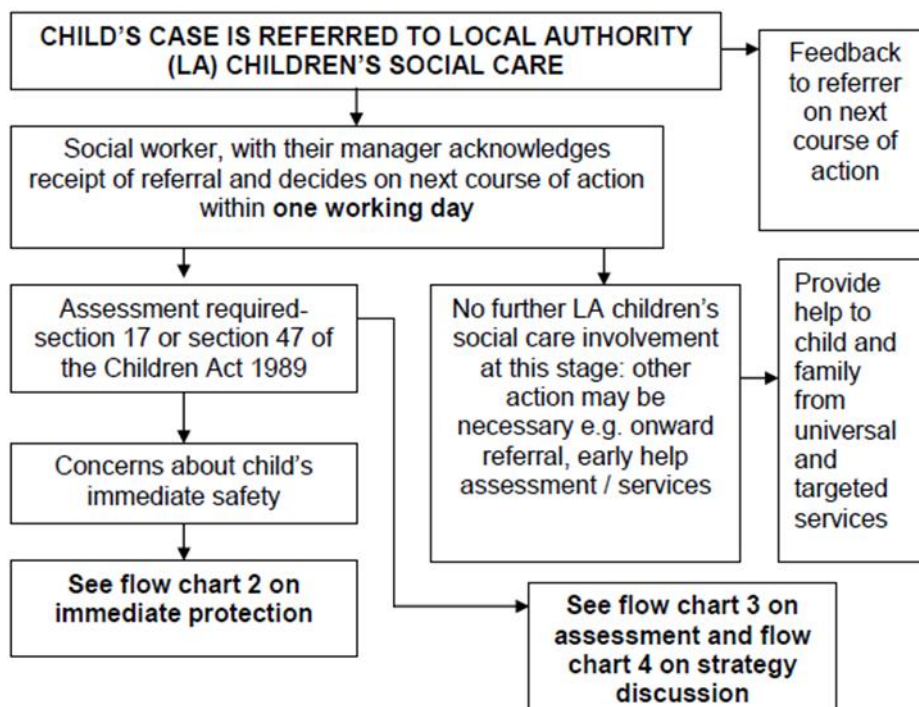
- someone, be certain of the basis upon which you are doing so. Where you have consent, be mindful that an individual might not expect information to be shared.
5. Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
  6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.
  7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

#### Appendix Four

##### Action when a child has suffered or is likely to suffer harm

This diagram illustrates what action should be taken and who should take it when there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children’s social care immediately.

##### Anybody can make a referral – DSL or deputy makes decision to refer child to LADO or MARAT



\*In cases which also involve an allegation of abuse against a staff member, see part four of this guidance which explains action the school or college should take in respect of the staff member.

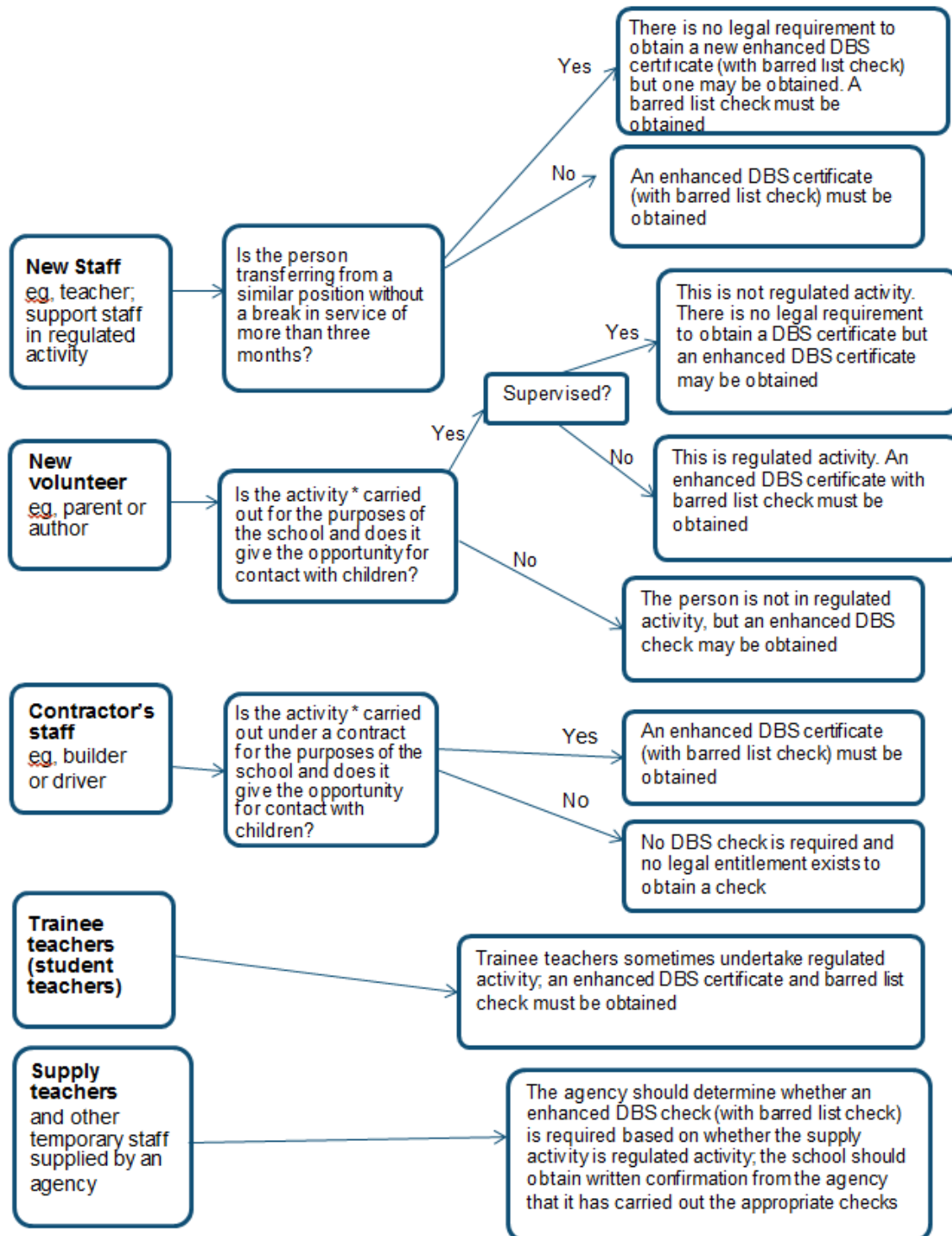


\*\*Where a child and family would benefit from co-ordinated support from more than one agency (e.g. education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs co-ordinator, General Practitioner (GP), family support worker, and / or health visitor.

\*\*\*Where there are more complex needs, help may be provided under section 17 of the Children Act 1989 (children in need). Where there are child protection concerns local authority services must make enquiries and decide if any action must be taken under section 47 of the Children Act 1989.

**ALL STAFF AND GOVERNORS TO BE AWARE OF THE ABOVE FLOWCHART.**

Appendix Five



\* Activities listed under the guidance's definition of regulated activity and which are carried out 'frequently'