

Ings Farm Primary School

Child Protection Policy March 2017

To be read in conjunction with schools Peer on Peer and Safeguarding Policy

Scope

This document is Ings Farm Primary School's policy on Child Protection and is in line with procedures set out by the South Tees Local Safeguarding Children's Board (LSCB). This policy applies to all adults working on the school site and should be read in conjunction with Ings Farm Primary Schools Safeguarding Policy.

Purpose and Aim

Ings Farm Primary School fully recognises its responsibilities for child protection. We believe that all children have the right to attend school and learn in a safe environment.

This whole-school Child Protection Policy aims to provide clear direction to staff and others about expected codes of behaviour in dealing with child welfare concerns. The policy also aims to make explicit the school's commitment to the development of good practice and sound procedures to keep children safe in our school.

The schools main aim is to provide a safe, secure and stable base for children and help to protect them from harm. The welfare of the child is of paramount importance to all the adults who work in our school.

The purpose of the policy is, therefore, to ensure that our children's welfare is of paramount importance, early and additional help is offered to prevent escalation and where child protection concerns are identified referrals are handled sensitively, professionally and in ways that support the needs of the child's well-being.

Governors and staff are committed within Ings Farm School to safeguarding and promoting the welfare of children in our care through all our policies, procedures and practices. We expect all our pupils' parents and visitors to share this commitment and understanding.

Introduction

Ings Farm School fully recognises the contribution it can make to keeping children safe and supporting the pupils in its care. There are four main elements to our child protection policy:

1. **Prevention** (positive school atmosphere, careful and vigilant teaching, pastoral care, support to pupils, providing good adult role models and the identification of early and additional support/services to children and families and recognising

and reducing risks to children including harassment, bullying, victimisation, exploitation, radicalisation and issues such as Honour Based Violence Female Genital Mutilation and Forced Marriage.)

2. **Protection** (following agreed procedures, ensuring all staff respond appropriately and sensitively to child protection concerns and that every member of staff has regular training and updates at least annually and are supported to refer their concerns to the Designated Safeguarding Lead (Mr Tim Bethell) or Deputy Designated Safeguarding Lead Mrs Karen Allinson) or The First Contact Team (01642 771500) directly, IF NECESSARY. In certain specific cases such as Female Genital Mutilation (Mandatory reporting of FGM from October 2015), Radicalisation or Forced Marriage there are SPOCS/named teams and individuals within the police who can be contacted). Prevent information and recording forms are available in school.
3. **Reconsideration** (following and challenging the progress of new referrals and existing cases to ensure that individual cases are reconsidered if there remains no improvement to a child's circumstances).
4. **Support** (to pupils and school staff and to children who maybe vulnerable due to their individual circumstances).

All Staff have a responsibility to recognise child abuse, neglect and peer on peer abuse in its many forms. Additional guidance on how our school supports the following areas of need, additional need or harm are either hyperlinked to the areas identified below from Keeping Children Safe in education 2016 or a named school policy these must be read in conjunction with our Child Protection Policy.

The areas include:

- Bullying including cyberbullying
- Children missing education Keeping Children Safe 2016
- Children missing Home or care
- Child sexual exploitation–(CSE) & Keeping Children Safe 2016
- Domestic Violence
- Drugs
- Fabricated or induced Illness
- Faith Abuse
- Female genital mutilation (FGM) - Keeping Children Safe 2016
- Forced Marriage – Keeping Children Safe 2016
- Gangs and youth violence
- Gender Based Violence/violence against Women and Girls (VAWG)
- Hate
- Keeping children safe in Education (KCSiE 2016)

- Mental Health
- Missing children and adult strategy
- Private fostering
- Peer on Peer Policy
- Preventing radicalisation Keeping Children Safe 2016
- Relationship abuse
- Sexting new guidance from DfE
- Trafficking

In the event of any of these issues being recognised, information should be shared directly with the Designated Safeguarding Leads which may result in the situation being monitored and supported in school or the pupil/s being referred to specific services.

This policy applies to Ings Farm Primary School's whole workforce

Framework and Legislation

No School operates in isolation. Keeping children safe from significant harm is the responsibility of all adults especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of Redcar and Cleveland Local Safeguarding Children Board, which includes the partnership of several agencies who work with children and families across the Local Authority.

Ings Farm Primary School is committed to respond in accordance with Child Protection: Tees Local Safeguarding Children Board procedures <http://www.teescpp.org.uk> and partner agencies in all cases where there is a concern about significant harm.

Significant Harm is defined in The Children's Act 1989 as the ill-treatment (including sexual abuse and physical abuse) or the impairment of health (physical or mental) or development (physical, intellectual, emotional, social or behavioural) as compared to a similar child.

Note: harm now includes the impairment of a child's health or development as a result of witnessing the ill treatment of another person.

(Adoption and Children Act 2002)

Local Authorities have a duty to investigate (under S47 of the Children Act 1989). Where a Local Authority is informed that there is a child who is living, or is found, in their area and they have reasonable cause to suspect that child is suffering or is likely to suffer significant harm they must make such enquiries as necessary to

promote or safeguard the child's welfare. The First Contact Team undertakes this responsibility on behalf of the Local Authority once a referral has been made.

Keeping Children Safe in Education September 2016 (KCSiE 2016) contains information on what schools and colleges **should** do and sets out the legal duties with which schools and colleges **must** comply. It should be read alongside Working Together to Safeguard Children 2015 which applies to all the schools, including maintained nursery schools. The Children Act 1989 sets out the Legal Framework.

Roles and Responsibilities for all staff

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as: protecting ALL children from maltreatment and abuse; (including in addition to the four categories of harm, issues such as child sexual exploitation (CSE), Honour based violence (HBV) inclusive of Female Genital Mutilation (FGM) and Forced Marriage, preventing radicalisation and extremism, harassment, bullying and victimisation) preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. This includes everyone under the age of 18.

Everyone who comes into contact with children and their families has a role to play in safeguarding children. Due to the regular contact with children all staff at Ings Farm School have, they hold a particularly important role in safeguarding as we are in a position to identify concerns early, provide help for children and to prevent concerns from escalating. Children can make disclosures or show signs of abuse at any time and to any individual and safeguarding incidents can occur within schools. Therefore, it is important that **ALL** staff:

- Ensure that they listen to and reflect on the '*voice of the child*' at ALL times and take seriously any concerns raised to them by a child.
- Ensure that they report ANY concerns of harm to any child to the Designated Safeguarding Lead / DSGL immediately. (However, ALL staff can refer their concerns directly to The First Contact Team if necessary and the police in the stated incidents above. They should inform the Designated Safeguarding Lead as soon as possible if they have reported concerns directly. First Contact 01642 771500
- Ensure that they record any information shared directly with them by a child or observed/witnessed with the Designated Safeguarding Lead immediately. This could include sharing information on behalf of the Designated Safeguarding Lead with other agencies. All discussions decisions and reasons for them should be recorded in writing adhering to the school's recording and information sharing policy/ procedure.

- Ensure that they maintain an attitude of **'it could happen here'** and report any concerns regarding the behaviour of a child /an adult/staff member in school directly to the Designated Safeguarding Lead.
- Ensure that they feel able to raise concerns about poor or unsafe practices of staff and potential failures in the school's safeguarding regime through whistleblowing procedures and the staff behaviour/code of conduct policy.
- Ensure that they attend regular formal training/updates at least annually to support them in recognising the signs and symptoms of abuse, particularly in support of early identification of needs of children to prevent an escalation of need or risk to the child.
- Ensure that under the Counter Terrorism and Security Act, (April 2015), that the school has 'Due regard' To Prevent' and to assess risk of children and young people being radicalised drawn into extremism (based upon potential risks in local area and that clear protocols in place for all visitors so that views are appropriate and not an opportunity to influence others).
- Ensure that there is mandatory reporting to the police in all cases where teachers discover that an act of FGM appears to have been carried out.
- Ensure that staff understand through online safety training the additional risks for pupils online and continue to promote the School's Online Safety Policy in the protection of all pupils.

Ings Farm Primary School already work with; Early Help, Social Care, Police, Health Services and other services (e.g. CAHMS, The Link) to promote the welfare of children and protect them from harm.

The Designated Safeguarding Lead

At Ings Farm School the Designated Safeguarding Lead is the Head Teacher – Mr Tim Bethell.

He has the overall responsibility for Safeguarding and Child Protection and has the appropriate authority and training to undertake such a role and is able to provide advice and support to other staff on child welfare and child protection matters.

He is able to take part in strategy discussions and inter agency meetings and to support other trained staff to do so as well as contribute to the assessment of children.

Role of the Designated Safeguarding Lead

Ings Farm School has also appointed a Deputy Designated Lead Mrs Karen Allinson and Mrs Jill Senior the Deputy Head Teacher who are part of the safeguarding team.

These individuals are trained to the same standard as the Designated Safeguarding Lead. Whilst the activities of the DSL can be delegated to appropriately trained deputies the ultimate LEAD RESPONSIBILITY for child protection will not be delegated and remains with the Designated Safeguarding Lead, Mr Tim Bethell – Head Teacher.

The Designated Safeguarding Lead has a very detailed role, which is written into his job description and is available in KCSiE 2016

However, where there is an IMMEDIATE safeguarding concern and none of the Designated Safeguarding Leads are available, please seek immediate support via The First Contact Team (01642 771500)

The broad areas of responsibility for the DSL's are identified here:

Manage Referrals

- Refer cases of suspected abuse to The First Contact Team.
- Refer cases to the Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
- Refer to the Police (cases where a crime may have been committed including Sexual Exploitation (Missing and Exploited lead), Radicalisation (through the Single Point of Contact for the Channel Panel) Female Genital Mutilation and Forced Marriage).
- Support staff who make referrals to The First Contact Team or Police as appropriate.

Work with others

- Liaise with the Headteacher or Principal to inform them of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.

- As required liaise with the case manager (Head teacher or where the Head teacher is the subject of the allegations the Chair of Governors and the LADO (Lorraine Press) at the Local Authority for child protection concerns.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

Undertake Training

The Designated Safeguarding Lead and any deputies should receive appropriate training updated every two years. They should undertake prevent awareness raising and in addition to the formal training their knowledge and skills should be refreshed at regular intervals but at least annually so they:

- Understand and keep up with any developments to their role
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the schools or colleges Child Protection Policy and procedures, especially new and part time staff.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Be able to keep detailed, accurate, secure, written records of concerns and referrals.
- Understand and support the school or college with regards to the requirements of the Prevent duty and be able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures we may put in place to protect them.

Raise Awareness

The designated safeguarding lead should ensure the school or college's policies are known understood and used appropriately:

- Ensure the school Child Protection Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors and the workforce in this regard to ensure its effectiveness. This includes ensuring that all staff receive the policy on their induction.
- Ensure the Child Protection Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this.
- Link with the Redcar and Cleveland SCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Child Protection Files

- Where children leave the school we must ensure their child protection file is transferred appropriately for any new school or college as soon as possible but transferred separately from the main pupil file. Ensuring secure transit and handed over personally to the SGL at the KS3 schools. SEND information is also hand delivered at the same time.

Availability

- During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns.
- Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to consider whether in exceptional circumstances availability via phone and or Skype or other such mediums is acceptable.
- The designated safeguarding lead and school should arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Taken from Keeping Children Safe in Education, 2016: Annex B

In addition: 'Safeguarding First' recommend as best practice that the Designated Safeguarding Lead's:

- Ensure each member of staff has access to and understands the School's suite of safeguarding policies particularly the Child Protection Policy and the Staff Behaviour Policy, especially new or part-time staff who may work with different establishments.
- Be aware of all school excursions and residentials and clarify with educational visit co-ordinator/group leader(s) their role and responsibility in connection with safeguarding/child protection.
- Ensure a whole school policy about managing behaviour and discipline including the use of reasonable force, is in place.
- Ensure an effective whole school policy against bullying/cyber-bullying inclusive of measures to prevent all forms of bullying among pupils, is in place.
- Inform LA of any pupil to be deleted from school admission register and follow missing from Education protocols
- Inform the LA of any pupil who fails to attend school regularly, or has been absent without schools permission for a continuous period of 10 days or more.

Responsibilities of Ings Farm Primary School's Governing Body

The Safeguarding Governor is Mrs Sarah Gills, who supports the Designated Safeguarding Lead in their role from the perspective of ensuring the allocation of funding and resource is sufficient to meet the current safeguarding and child protection activity, challenge the safeguarding activity and ensure both the self-assessment tool and the Designated Safeguarding Lead report demonstrates fully and accurately the safeguarding arrangements and any action to progress areas of weakness or development.

The role of this individual is to:

- Ensure that governing bodies receive training to clarify their statutory role in keeping children safe to support their quality assurance of those statutory arrangements.

If the Safeguarding Governor is NOT the Chair of Governors it is important to indicate the role of the Chair in Safeguarding, which is to:

- Ensure that they liaise with the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Head teacher.
- Ensure that in the event of allegations of abuse being made against the Headteacher where the Headteacher is also the sole proprietor of an independent school, allegations should be reported directly to the Designated Officer (LADO).
- Ensure that the appointed member of the Governing Body for Safeguarding (Mrs Sarah Gills) holds the Head teacher to account on all matters involving safeguarding through an effective Child Protection Policy that is embedded and followed by the entire workforce in all of the above raised areas.

Information for Parents

Ings Farm School, Governors and staff are committed to safeguarding and promoting the welfare of the pupils/children in our care and will take any reasonable action to safeguarding their welfare. In cases where the school has reason to be concerned that a child maybe suffering significant harm, ill treatment, neglect or other forms of harm, staff have no alternative but to follow Redcar and Cleveland Safeguarding Children Board procedures and inform The First Contact Team or police of their concern.

Procedures

The designated safeguarding lead (or deputy DSL) will be informed immediately by an employee of the school, pupil of the school, parent of the school or other persons, in the following circumstances:

- Suspicion that a child is being harmed
- There is evidence that a child is being harmed

The Designated Safeguarding Lead will keep a full record of concerns raised and make referrals to The First Contact Team if necessary. The Headteacher will be kept informed at all times.

Safe Schools/Safe Staff

Governors have agreed and ratified the following policies and procedures which must be read and considered in conjunction with this policy:

Whistle Blowing/confidential reporting

Redcar & Cleveland Council's whistle blowing/confidential reporting policy provides guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken, when staff have concerns about any adult's behaviour. Also available is the LA's Employee Concerns Policy covering; grievance, bullying and harassment.

Also, the NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 – this line is available from 8:00am until 8:00pm, Monday to Friday or email: help@nspcc.org.uk

Complaints / Allegation Management Towards or with a Child or Adult

A Safeguarding complaint involving a member of staff must be reported to the Headteacher immediately. If the complaint involves the Headteacher then the next most senior member of staff must be informed (Mrs J Senior – Deputy Head Teacher) and the Chair of Governors (Mrs Sandra Brunton).

Consultation without delay with the LADO - Lorraine Press, contactable on 01642 771531 will determine what action follows. A multi-agency strategy meeting may be arranged to look at the complaint in its widest context, the Headteacher/senior member of school staff must attend this meeting, which will be arranged by the LADO. All issues must be recorded on the allegation management form and the outcome reached must be noted to ensure closure.

www.teescpp.org.uk/allegationsandconcernsagainststaff

Training and Support

All staff members should be aware of the systems within their school or college which support safeguarding and these should be explained to them as part of their induction into the school to ensure they can discharge their responsibilities effectively. This includes: The Child Protection Policy; Staff Behaviour Policy (sometimes called a code of conduct); Safer Working Practice Document and the Names of the Designated Safeguarding Lead and their deputies)

All staff members should also receive appropriate safeguarding and child protection training which is regularly updated. The governing body will decide the frequency and content of this CPD. In addition, all staff members should receive regular safeguarding and child protection updates as required but at least annually to provide them with relevant skills and knowledge to safeguard children effectively

with opportunities to contribute to reviewing and shaping the safeguarding arrangements.

Professional Confidentiality

Confidentiality is an issue which needs to be understood by all those working with children, particularly in the context of safeguarding. Ings Farm Primary School staff recognises that the only purpose of confidentiality in this respect is to benefit the child. (Child Protection Tees Local Safeguarding Children Board procedures <http://www.teescpp.org.uk/>).

Record Keeping

Well-kept records are essential to good safeguarding practice. Ings Farm School is clear about the need to record any concerns, discussions held, decisions made and reasons for those decisions about a child or children within its care. All staff will follow the schools information sharing and recording policies to ensure recording keeping is compliant.

Safeguarding Recording within Ings Farm School is through a paper based system. Following a child leaving our school we follow the appropriate transfer procedures and retention guidelines.

Attendance at Safeguarding Conferences

In the event of Ings Farm School being invited to attend child protection conferences, the Designated Safeguarding Lead or deputies will represent the school and/or identify the most appropriate trained member of staff to provide information relevant to child protection conference (initial/review).

Supporting Children

Ings Farm School recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. School may be the only stable, secure and predictable element in the lives of some of the children in its care. The school, therefore, recognises that such children might exhibit challenging and defiant behaviour and will take careful note of the context of such behaviour.

As an Operation Encompass partner we work closely with Karl Everitt (OE Lead) with regards to DV incidents and offer wellbeing checks to our pupils if we are contacted following an incident which has occurred in one of our pupils homes.

We also recognises that children are capable of abusing their peers. Peer on peer abuse can take many forms and any concerns raised will be investigated and dealt with appropriately. No peer on peer abuse should be tolerated or minimised as part of growing up and all those involved will be provided with an appropriate level of support. It is understood that those pupils who have experienced abuse in their own

lives may in turn abuse others. This requires a considered and sensitive approach in order that the child can receive appropriate help and support. Please read our Peer on Peer abuse policy for detailed information.

Therefore Ings Farm School will endeavour to support all its pupils through:

- The curriculum to encourage self-esteem, self-motivation, self-protection.
- The school ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
- Approaches which allow children and young people to develop critical thinking, literacy skills and digital literacy skills.
- A curriculum which explores human rights, equality, democracy and tolerance and prepares children and young people fully for life in modern Britain.
- A coherent management of behaviour and discipline policy & procedures inclusive of the use of reasonable force.
- Liaison with other professionals and agencies who support children and parents.
- A commitment to develop productive, supportive relationships with parents whenever it is in the child's interest to do so.
- The development and support of a responsive and knowledgeable staff group whose role it is to respond appropriately in all safeguarding situations.

We recognise that, statistically, children with behavioural difficulties and disabilities are the most vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse. School staff must give consideration to children who are subject to a statement of special needs, an education health and care plan or have a medical condition, as these can mask safeguarding issues and must not be dismissed.

We also recognise that in a home environment where there is domestic violence, drug or alcohol misuse or mental health issues children may also be vulnerable and in need of support and protection.

This policy **MUST** be read in conjunction with other related policies in school.

These include:

- **Robust School Recruitment and Selection policy**-inclusive of safer recruitment guidance and regulation for example a **single central record** which demonstrates the pre-employment vetting checks for all staff (e.g. identity, professional

qualifications, right to work in the UK, further checks on people who have lived or worked outside the UK including recording checks for those EEA teacher sanctions and restrictions), for the workforce who are in regulatory activity (enhanced DBS, children's/adult barred list, prohibition from teaching check, section 128 check) and supervision of those who don't meet this requirement.

- Clear recruitment procedures which embeds safeguarding across every aspect from vacancy to conditional appointments, induction and an on-going culture of vigilance.
- Trained panel members who ensure that the policy works in practice in all recruitment and selection within the school.
- School Staffing (England) Regulations 2009, Regulation 9: require governing bodies of maintained schools to ensure at least one member of a recruitment panel must undertake safer recruitment training to satisfy all requirements in the statutory guidance Keeping Children Safe in Education 2016 and Working Together 2015.
- Staff Behaviour Policy (code of conduct R&C 2015) Safer Recruitment Consortium Guidance for Safer Working Practices for those working with Young People in education settings, October 2015. The school will ensure that all staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with young people and agree to work within all policies and procedures to safeguard both children and adults.
- The school will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings being taken against them under the Sexual Offences Act 2003 (Abuse of Position of Trust).
- **Behaviour & Discipline Policy** – inclusive of the Use of Reasonable Force/positive handling.
- **Anti-Bullying Policy/Cyber Bullying.**
- **Online Safety Policy** inclusive of appropriate usage documentation (covering the use of mobile phones, cameras and all other technology within the school or setting)
- **Inclusion & Special Education Needs Policy.**
- **The Schools Educational Visits/Off Site Policy** (reviewed annually) reflects the consideration we give to the safeguarding of our children both within the school environment and when away from the school when undertaking school trips, visits or pupils being creatively educated.

- **Peer on Peer Abuse Policy - December 2016**
- **Photographic & Digital Imagery Policy** with parental consent forms annually signed.
- **Administration of Medicines Policy and Procedures** with trained staff who manage this.
- **Pupils with Medical Needs Policy** and implications for your workforce, pupils and partnership with parents.
- **Attendance Management Policy**- school management for attendance and the partnership with the LA in reporting children missing from education and those deleted from the schools admission register.
- **Missing Children Policy** – inclusive of runaways, missing, and children missing from education, ensuring appropriate safeguarding responses.
- **Complaints Policy**
- **Allegation Management Policy**
- **Confidentiality and Whistle Blowing Policy.**
- **Information Sharing Policy** (internal and external exchange of information)
- **Looked After Children Policy** inclusive of named LA teacher whose role is to champion the achievement of LAC in your schools and work closely with the DSL and the Virtual Head Teacher within the LA who has responsibility for the LAC.
- **Spiritual, Moral, Social and Cultural Curriculum** inclusive of Female Genital Mutilation, Domestic abuse, Child Sexual Exploitation, Mental Health and Well-being and Fundamental British Values.

WHAT IS CHILD ABUSE?

Child abuse can take a variety of forms, it can be:

Physical abuse involves hitting, shaking, poisoning, burning or scalding, drowning, suffocating, slapping, kicking, misuse of medication, undue restraint, shaking or other treatment of a child that can cause actual bodily harm. It can also be when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Indicators of Physical Abuse -Most children collect cuts and bruises quite routinely as part of the 'rough and tumble' of daily life, and mostly these are minor injuries. Accidental injuries can also occur on bony prominences, e.g. shins. Injuries on the soft areas of the body are most likely to be inflicted intentionally. Indicators of physical abuse raising concern could be:

- Multiple bruises or bruising and scratches, especially on head or face
- Clusters of bruises like fingertips as if they've been grasped
- Bruising around the neck and behind the ears
- Bruises to the back, chest, buttocks or inside of thighs
- Marks caused by an instrument – linear / stick, parallel / belt or marks of a buckle
- Bite marks
- Deliberate burning, indicated by a pattern, electric fire, cooker rings, cigarettes
- Scalds with upward splash marks or tide marks
- Untreated injuries
- Recurrent injuries
- Bald patches

In the social context of school, it is normal to ask about a noticeable injury. The response is usually light hearted and detailed. So concern should be raised when:

- The explanation does not match the injury
- The explanation is provided in 'adult speak' not the child's own vocabulary
- No explanation is forthcoming
- The child or parent / carer is secretive or evasive
- The injury is accompanied by allegations of abuse or assault.

You should be concerned if the child:

- Is reluctant for you to call home
- Runs away or shows fear of going home
- Is aggressive to self or others and this is not their usual persona
- Flinches when approached or touched
- Is reluctant to undress or change clothing for a sporting activity
- Wears inappropriate clothing for the weather e.g. long sleeves on a hot day
- Is unnaturally compliant in front of parents or carers

- Displays a fear of medical help or attention
- Admits to a punishment that appears excessive

Sexual abuse involves forcing or enticing a child into sexual activities whether or not the child is aware of what is happening. This also includes non-contact situations such as; viewing child abuse images, production of sexual images, or grooming. The activities may involve physical contact, including assault by penetration (rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing or touching outside of clothing. Sexual abuse is not solely perpetrated by adult males it can be women or children under the age of 16.

indicators of Sexual Abuse – Sexual abuse is often perpetrated by people who are known and trusted by the child (relatives, family friends, neighbours, babysitters) it can also occur at sports clubs, activity groups, faith settings or residential settings. Children can also be subjected to child sexual exploitation (CSE). Most people who sexually abuse are men but women sexually abuse children too. It is often planned and systematic, people do not sexually abuse by accident, though it can be opportunistic. It can include grooming a child over a period of time spending time and money to make them dependent. They may choose a vulnerable child who has no one to confide in or groom the child's environment over a period of time so that adult protectors do not see them as a threat. We should look for:

- Damage to genitalia anus or mouth
- They have a diagnosed sexually transmitted disease
- Soreness to the genital area including the anus
- Soreness to the mouth
- Chronic itching
- Unexplained recurrent urinary tract infection and discharges or abdominal pain
- Pregnancy

In the normal social context of school most of the above are uncommon, so concern should be raised when:

- Sexual knowledge is inappropriate for age
- Sexualised behaviour or affection is inappropriate for age
- A display of sexually provocative behaviour
- Apparent distinct changes in personality
- Becoming insecure or clingy
- Socially isolated or withdrawn
- Regressive behaviours including a return to wetting through the night, thumb sucking or needing a cuddly toy
- Arriving at school early and not wanting to go home
- Self-disgust, self-harming or suicidal threats

- Drawing sexually explicit pictures
- Becoming worried about clothing removal

Emotional abuse involves severe or persistent emotional ill treatment of children, such as frightening them, or putting them in situations of danger. It is also an abuse to convey to children the feeling they are worthless, unloved, inadequate or poorly valued. It may include age or developmentally inappropriate expectations being imposed on children or making fun of them in what and how they communicate. It could be over protection which prevents the child participating in normal social interactions or involve bullying (including cyber bullying) causing the child frequently to feel frightened or in danger. It can also be corruption or exploitation. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Indicators of Emotional Abuse – Most harm is caused in low warmth, high criticism homes, not from isolated incidents. It is particularly difficult to define, recognise or prove. It is chronic and cumulative and has long term consequences for the child. The child can also be harmed by witnessing an unpleasant situation e.g. domestic violence. Mostly it is about listening and watching how parents and carers talk to and behave towards their children. An appropriate challenge or intervention could effect a positive change for the child. We should look for:

- Delays in physical development
- Delays in mental and emotional development
- Poor school performance
- Speech disorders, particularly a sudden change

In the normal social context of school most of the above are uncommon, so concern should be raised when there is:

- Continuous self-depreciation – I'm stupid, I'm ugly, worthless
- Neurotic behaviour – rocking, hair twisting, thumb sucking
- Self-mutilation
- Acting out
- Poor trust in some adults
- Regressive behaviours e.g. bed wetting
- A sudden eating disorder
- Withdrawing from physical contact
- Isolation or withdrawal from social interaction
- Insecure behaviours
- Poor social relationships
- Extreme fears of new situations
- Fear of parents being contacted
- Low self esteem
- Extremes of passivity or aggression

Neglect is the persistent failure to meet a child's basic physical and /or psychological needs which are likely to result in the serious impairment of the child's health or development. This could involve failure to provide an adequate level of care (e.g. food, warmth and failure to access medical care or services). Neglect can occur in pregnancy as a result of maternal substance abuse and once born may involve a parent or carer failing to provide adequate food, clothing or shelter. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Indicators of Neglect- neglect is a lack of parental/carer care, but poverty, lack of information can be contributory factors. It is a difficult form of abuse to recognise but is damaging to the child, children who are neglected often develop more slowly than their peers. They find it difficult to make friends or fit in with their peer group.

- Constant hunger and possibly stealing food
- Poor personal hygiene – unkempt, grubby or pungent
- Underweight for age
- Clothes that are unsuitable for the weather
- Poor state of clothing – damaged or tatty
- Untreated illness or injury

It is important to note that indicators alone will not confirm that a child is being abused. Each child should be viewed in the context of their family and the wider community. However, we should take note of:

- Constant tiredness
- Frequent absences from school
- Regularly late
- Missed medical appointments
- Isolated amongst peers
- Frequently unsupervised - arriving or leaving school
- Stealing or scavenging for food – gorging on break time fruit snacks and at lunchtime
- Destructive tenancies

Neglect is often linked to other forms of abuse, any concerns must be discussed with NTCP/SGL or the DNTCP/DSGL and recorded on the pupil's pastoral school log.

Useful information

Education Act 2002 Section 175

www.legislation.gov.uk/ukpga/2002/32/section/175

Education (Independent School Standards) Regulations 2014

<http://www.legislation.gov.uk/uksi/2014/3283/schedule/made>

Non-Maintained Special Schools (England) Regulations 2015

<http://www.legislation.gov.uk/uksi/2015/728/made>

Keeping Children Safe in Education 2016

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/526153/Keeping_children_safe_in_education_guidance_from_5_September_2016.pdf

Statutory Framework for the Early Years Foundation Stage, September 2014

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

Children Act 1989/2004

<http://www.legislation.gov.uk/ukpga/2004/31/contents>

Working together to safeguard children HM GOV (2015)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf

Redcar and Cleveland Safeguarding Children Board Procedures

<http://www.teescpp.org.uk>

What to do if you are worried a child is being abused 2015

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

Data Protection Act 1998

<http://www.legislation.gov.uk/ukpga/1998/29/contents>

Sexual Offences Act 2003

<http://www.legislation.gov.uk/ukpga/2003/42/contents>

Safeguarding Vulnerable Groups Act 2006

<http://www.legislation.gov.uk/ukpga/2006/47/contents>

Freedom of Information Act 2000

http://www.legislation.gov.uk/ukpga/2000/36/pdfs/ukpga_20000036_en.pdf

This Policy will be reviewed annually or in light of any changes in legislation and/or guidance.

This policy must be ratified by the governing body signed/dated by both the Headteacher and Chair.

**Ings Farm Primary School
Whole school Policy – Child Protection March 2017**

Academic Year	Designated Safeguarding Lead	Deputy SGL	Safeguarding Governor
2016 / 2017	Mr Tim Bethell	Mrs Karen Allinson	Mrs Sarah Gills
2017 / 2018			
2018 / 2019			
2019 / 2020			

Review Date	Changes/ updates noted	Ratification Date by Governing Body