

# Child Protection Policy



## Policy Statement

- We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.
- We make every effort to provide a safe and welcoming environment underpinned by a culture of openness where both children and adults feel secure, able to talk and believe that they are being listened to.
- We maintain an attitude of “it could happen here” where safeguarding is concerned.
- The purpose of this policy is to provide staff, volunteers and governors with the framework they need in order to keep children safe and secure in our school and to inform parents and guardians how we will safeguard their children whilst they are in our care.
- Specific guidance is available to all staff within the procedure documents.

## Definitions (Within this document)

The umbrella term ‘**Safeguarding**’ is defined in the Children Act 2004 as protecting from maltreatment; preventing impairment of health and development; ensuring that children grow up with the provision of safe and effective care; and work in a way that gives the best life chances and transition to adult hood. Our safeguarding practice applies to every child.

**Child Protection** is an aspect of safeguarding, but is focused on how we respond to children who have been significantly harmed or are at risk of significant harm.

The term **Staff** applies to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity. This also includes parents and Governors.

**Child** refers to all young people who have not yet reached their 18 birthday. On the whole, this will apply to pupils of our school; however the policy will extend to visiting children and students from other establishments

**Parent** refers to birth parents and other adults in a parenting role for example adoptive parents, step parents and foster carers.

**Abuse** could mean neglect, physical, emotional or sexual abuse or any combination of these. Parents, carers and other people can harm children either by direct acts and / or failure to provide proper care. Explanations of these are given within the procedure document.

## **Aims**

- To provide Staff with the framework to promote and safeguard the wellbeing of children and in doing so ensure they meet their statutory responsibilities.
- To ensure consistent good practice across the school.
- To demonstrate our commitment to safeguarding children.

## **Principles and Values**

- Children have a right to feel secure and cannot learn effectively unless they do so.
- All children regardless of age, gender, race, ability, sexuality, religion, culture or language have a right to be protected from harm.
- All staff have a key role in prevention of harm and an equal responsibility to act on any suspicion or disclosure that may indicate a child is at risk of harm in accordance with the guidance.
- We acknowledge that working in partnership with other agencies protects children and reduces risk and so we will engage in partnership working throughout the child protection process to safeguard children.
- Whilst the school will work openly with parents as far as possible, the school reserves the right to contact Children's Social Care or the Police, without notifying parents if this is in the child's best interests.

## **Leadership and Management**

We recognise that staff anxiety around child protection can undermine good practice and so have established clear lines of accountability, training and advice to support the process and individual staff within that process.

In this school any individual can contact the Designated Safeguarding Lead (DSL) if they have concerns about a young person.

**DSL** is **Matthew Dampier** and the **deputy DSL** is **Sarah Jacobs**. There is a nominated Safeguarding Governor who will receive reports of allegations against the Head Teacher and act on the behalf of the Governing Body.

As an employer we comply with the "Disqualification under the Childcare Act 2006" guidance issued in February 2015

## **Training**

All staff in Education should be aware of the signs and symptoms of abuse and be able to respond appropriately. Training is provided to the whole school every year with separate training to all new staff on appointment. The DSL will attend initial training for their role and then refresh this every two years. This is by attending refresher training after the first two years then demonstrating evidence of Continuing Professional Development thereafter

Any update in national or local guidance will be shared with all staff in briefings and then captured in the next whole school training. This policy will be updated during the year to reflect any changes brought about by new guidance.

## **Staff Responsibilities**

All staff have a key role to play in identifying concerns early and provide help for children.

### **The role of staff**

Staff will:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried about any problems.
- Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- Attend training in order to be aware of and alert to the signs of abuse.
- Maintain an attitude of “it could happen here” with regards to safeguarding.
- Record their concerns if they are worried that a child is being abused and report these to the relevant person immediately.
- If the disclosure is an allegation against a member of staff they will follow the allegations procedures (Annex 6).
- Follow the procedures set out by the HSCB and HCC and take account of guidance issued by the DfE.
- Treat information with confidentiality but never promising to “keep a secret”.
- Notify DSL of any child on a Child Protection Plan who has unexplained absence.
- In the context of early help, staff will notify colleagues and/or parents of any concerns about their child(ren), and provide them with or signpost them to opportunities to change the situation.
- Liaise with other agencies that support pupils and provide early help.
- Ensure they know who the Designated Safeguarding Lead (DSL) and deputy DSL are and know how to contact them.

Senior management team (including DSL):

- Contribute to inter-agency working in line with guidance (Working together 2015).
- Provide a co-ordinated offer of early help when additional needs of children are identified.
- Working with children’s social care, support their assessment and planning processes including the schools attendance at conference and core group meetings.
- Carry out tasks delegated by the governing body such as training of staff; safer recruitment; maintaining a Single Central Register.
- Provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the school.
- Treat any information shared by staff or pupils with respect and follow procedures.
- Ensure that allegations or concerns against staff are dealt with in accordance with guidance from the department for education (DfE).

## **Governing Body**

The full role of the Governing body is set out in Annex 13

In Summary, the governing body is responsible for ensuring that:

- The school has effective safeguarding policies & procedures including a child protection policy and a staff behaviour policy.
- HSCB is informed annually about the Discharge of Duties via the safeguarding audit.
- Recruitment, selection and induction follows safer recruitment practice.
- Allegations against staff are dealt with by the head teacher.
- A member of senior staff team is designated as designated safeguarding lead (DSL) and have this recorded in their job description.
- Staff have been trained appropriately and this is updated in line with guidance.
- Any safeguarding deficiencies or weaknesses are remedied without delay.
- They have identified a nominated governor for allegations against Headteacher.

## **DSL responsibilities**

**In this school the DSL is Matthew Dampier**

**The deputy DSL is Sarah Jacobs**

In addition to the role of staff and senior management team the DSL will:

- Assist the Governing Body in fulfilling their responsibilities under Section 175 or 157 of the Education Act 2002.
- Attend initial training for the role and refresh this every two years. This is by attending refresher training after the first two years and then demonstrating evidence of continuing professional development thereafter.
- Ensure every member of staff knows who the DSL is, is aware of the DSL role and has their contact details.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the DSL.
- Ensure that whole school training occurs annually so that staff, governors and volunteers can fulfil their responsibilities.
- Ensure any members of staff joining the school outside of this training schedule receive an induction prior to commencement of their duties.
- Keep written records of child protection concerns securely and separately from the main pupil file and use these records to assess the likelihood of risk.
- Ensure that copies of safeguarding records are transferred accordingly (separate from pupil files) when a child transfers school.

- Ensure that where a pupil transfers school and is on a child protection plan or is a child looked after, the information is passed to the new school immediately and that the child's social worker is informed.
- Link with the HSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Develop, implement and review procedures in our school that enable the identification and reporting of all cases, or suspected cases of abuse.

#### Listening and responding

All staff receive training in how to listen and respond to children. They will allow the child to speak and only ask open questions to aid clarification.

#### Record keeping

Any member of staff who has concerns about the welfare of a child must share this information with the DSL.

- Staff will make a brief, accurate and verbatim record of the concerns including the child's own words (if a disclosure) or the evidence that has led to the concerns.
- This report is given to the DSL who will analyse risk and refer onwards as necessary and appropriate.
- Referrals where urgent action is required should never be delayed in order for a full record to be written.
- CP records will be stored securely and away from the main pupil records.

#### Confidentiality

- We maintain that all matters relating to child protection are to be treated as confidential and only shared as per the 'working together' guidance.
- Information will only be shared with agencies who we have a statutory duty to share with or individuals within the school who 'need to know'.
- All staff are aware that they cannot promise a child that they will keep a disclosure confidential
- Disciplinary action will be considered for any breach of confidentiality.

#### Reporting

- Staff will notify DSL of any child on a Child Protection Plan where there is an unexplained absence
- Staff will report to DSL any additional concerns, disclosures or observations after the initial referral, not assuming that a referral in itself will protect children.

#### **Referral**

The DSL will assess the information and consider if significant harm has happened or there is a risk that it may happen. If the evidence suggests the threshold of significant harm, or risk of significant harm has been reached; or they are not clear if the threshold is met, then the DSL will contact children's social care. If the DSL is not available and there are immediate concerns, the member of staff will refer directly to Children's Social Care.

**NB** The exception to this process will be in those cases of known FGM where there is a mandatory requirement to report directly to the police.

Generally the DSL will inform the parents prior to making a referral however there are situations where this may not be possible or appropriate.

**As a school we will educate and encourage pupils to keep safe through:**

- The content of the curriculum
- A school ethos which helps children to feel safe and able to talk freely about their concerns, believing that they will be listened to and valued.

**Dealing with allegations against staff**

If a concern is raised about the practice or behaviour of a member of staff this information will be recorded and passed to the head teacher: **Matthew Dampier**. The Local Authority Designated Officer will be contacted and the relevant guidance will be followed.

If the allegation is against the head teacher, the person receiving the allegation will contact the LADO or nominated governor directly.

**Dealing with allegations against pupils**

If a concern is raised that there is an allegation of a pupil abusing another pupil within the school, the 'dealing with allegations against pupils' guidance will be followed. Appendix 7

**The responsibilities of the Governing Body**

The Governing body is responsible for ensuring

- the school has effective safeguarding policies and procedures in place:
- that the school has a broad and balanced curriculum that incorporates safeguarding
- that national and local guidance is followed, specifically Keeping Children Safe in Education
- there is a member of the schools leadership identified as DSL
- that training is undertaken at the required frequency
- there is a nominated governor for dealing with allegations against the head teacher
- an annual audit of safeguarding is carried out and any concerns are remedied without delay

### **Legal context**

Section 175 (maintained schools) or Section 157 (independent schools and academies) of the Education Act 2002.  
Children Act 2004 & 1989

#### Guidance

Hampshire Safeguarding Children's Board [protocols and guidance](#) and their [procedures](#) (from Working Together to Safeguard Children 2015)  
[Keeping Children Safe in Education 2015](#)  
[Disqualification under the Childcare Act 2006 \(2015\)](#)

### **Annual review**

As a school, we review this policy annually in line with DfE, HSCB and HCC statutory guidance.

**Date Approved by Governing Body: 22<sup>nd</sup> March 2017**

**Date Reviewed by Governing Body: Summer 2018**

**Next review date:**

**Date of DSL Training/Refresher: 19/11/2014**

**Date of Whole School Training: ..../...../20...**

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## **Droxford Junior School Child Protection Procedures**

### **Definitions**

Throughout this procedure document:

- The umbrella term '**Safeguarding**' is defined in the Children Act 2004 as protecting from maltreatment; preventing impairment of health and development; ensuring that children grow up with the provision of safe and effective care; and work in a way that gives the best life chances and transition to adult hood. Our safeguarding practice applies to every child.
- **Child Protection** is an aspect of safeguarding, but is focused on how we respond to children who have been significantly harmed or are at risk of significant harm.
- The term **Staff** applies to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity including Governors. If Governors are mentioned it is a specific role of theirs.
- **Child** refers to all young people who have not yet reached their 18 birthday. On the whole, this will apply to pupils of our school, however the policy will extend to visiting students from other establishments
- **Parent** refers to birth parents and other adults in a parenting role for example adoptive parents, step parents and foster carers.

### **Overview**

These procedures apply to all staff working in the school and will be covered by training to enable staff to understand the role and responsibility. Additional information, which is specific to particular roles within the school, is included within the Appendices. It is important that staff are aware of all the content even if it does not apply to them.

The prime concern at all stages must be the interests and safety of the child. Where there is a conflict of interest between the child and an adult, the interests of the child must be paramount.

The aim of our procedures is to provide a robust safeguarding framework which enables us to safeguard and promote the welfare of pupils as follows:

- Raise awareness of child protection and safeguarding roles and responsibilities with staff and governors.

- Develop, implement and review procedures in our school that enable the identification and reporting of all cases, or suspected cases, of abuse.
- Support pupils in line with their child protection plan.
- Support children with additional needs through early help and external agencies.
- Ensure the practice of safe recruitment in checking and recording the suitability of staff and volunteers to work with children.
- Establish a safe environment in which children can learn and develop.
- Ensure that allegations or concerns against staff are dealt with in accordance with guidance from Department for Education (DfE), Hampshire Safeguarding Children's Board (HSCB) and Hampshire County Council (HCC).

### **Child Protection Procedures**

The prime concern at all stages must be the interests and safety of the child. Where there is a conflict of interests between the child and an adult, the interests of the child must be paramount.

These procedures should be read in conjunction with the flow chart (Appendix 2).

**If a member of staff suspects abuse or they have a disclosure of abuse made to them they must:**

1. Make an initial record of the information.
2. Report it to the DSL / Head teacher immediately.
3. The DSL or Head teacher will consider if there is a requirement for immediate medical intervention, however urgent medical attention should not be delayed if DSL or Head teacher are not immediately available. (see point 8 below)
4. Make an accurate record (which may be used in any subsequent court proceedings) as soon as possible and within 24 hours of the occurrence, of all that has happened, including details of:
  - Dates and times of their observations.
  - Dates and times of any discussions they were involved in.
  - Any injuries.
  - Explanations given by the child / adult.
  - What action was taken.
  - Any actual words or phrases used by the child.

The records must be signed and dated by the author.

**Following a report of concerns from a member of staff, the DSL must:**

1. Decide whether or not there are sufficient grounds for suspecting significant harm in which case a referral must be made to Children's Social Care.

2. Normally the school should try to discuss any concerns about a child's welfare with the family and where possible to seek their agreement before making a referral to Children's Social Care. However, in accordance with DfE guidance, this should only be done when it will not place the child at increased risk or could impact a police investigation. The child's views should also be taken into account.
3. If there are grounds to suspect a child is suffering, or is likely to suffer, significant harm they must contact Children's Social Care via the Children's Reception Team (CRT) on **01329 225379** and make a clear statement of:
  - the known facts
  - any suspicions or allegations
  - whether or not there has been any contact with the child's family

If the DSL feels unsure about whether a referral is necessary they can phone Children's Social Care (CRT) to discuss concerns.

4. If there is not a risk of significant harm, then the DSL will either actively monitor the situation or consider the Early Help process.
5. The DSL must confirm any referrals in writing to Children's Social Care, within 24 hours, including the actions that have been taken. The written referral should be made using the inter-agency referral form [https://hampshire.firmstep.com/default.aspx/RenderForm/?F.Name=Md\\_9d1aRLwN&HideAll=1](https://hampshire.firmstep.com/default.aspx/RenderForm/?F.Name=Md_9d1aRLwN&HideAll=1)) which will provide Children's Social Care with the supplementary information required about the child and family's circumstances.
6. If a child is in immediate danger and urgent protective action is required, the police should be called. The DSL should also notify Children's Social Care of the occurrence and what action has been taken.
7. Where there are doubts or reservations about involving the child's family, the DSL should clarify with Children's Social Care or the police whether, the parents should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation.
8. When a pupil is in need of *urgent* medical attention and there is suspicion of abuse the DSL or Head Teacher should take the child to the Accident and Emergency Unit at the nearest hospital, having first notified children's social care. The DSL should seek advice about what action children's social care will take and about informing the parents, remembering that parents should normally be informed that a child requires urgent hospital attention.

#### **When dealing with allegations against staff, governors and volunteers:**

The procedure for dealing with allegations can be found in Appendix 6

Only the Head teacher, delegated staff or nominated governor should deal with allegations, all other staff or governors must:

- Report any concerns about the conduct of any member of staff to the Head teacher immediately or as soon as possible and within 24 hours. 'Staff' includes adults in the school from external agencies; those in a temporary, supply or locum basis within the school; and adults not directly involved in face to face work within the school environment.
- If the allegation concerns the **Head teacher**, the information needs to be passed to the LADO or nominated Governor immediately.

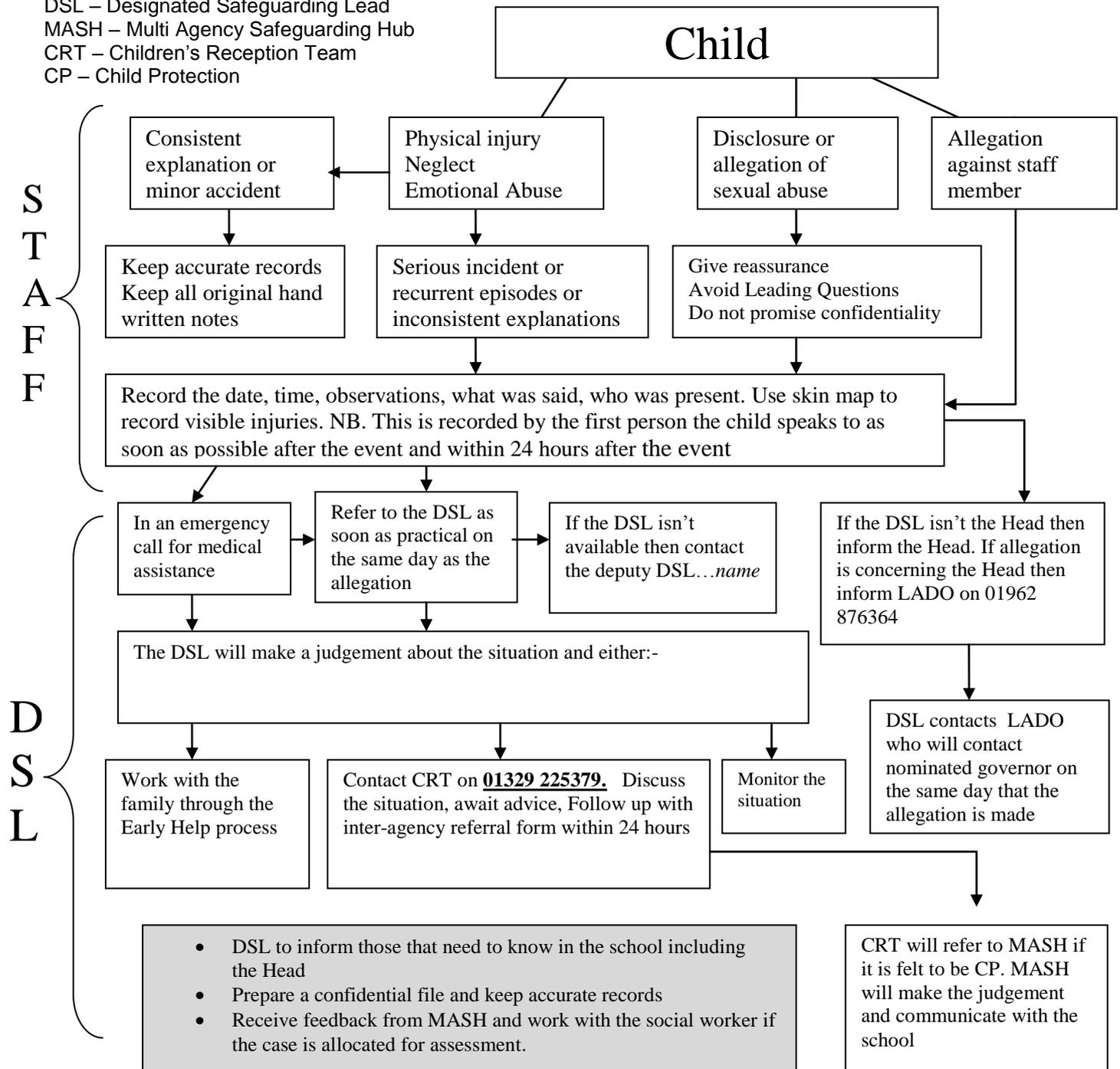
**Links to Safeguarding Resources**

Issue	Links to Useful Resources
Health and Safety	<a href="http://intranet.hants.gov.uk/childrens-services/cs-healthandsafety.htm">http://intranet.hants.gov.uk/childrens-services/cs-healthandsafety.htm</a> <a href="https://www.gov.uk/health-safety-school-children">https://www.gov.uk/health-safety-school-children</a>
Anti – Bullying and Harassment & Discrimination	<a href="http://www3.hants.gov.uk/childrens-services/childrenandyoungpeople/bullying.htm">http://www3.hants.gov.uk/childrens-services/childrenandyoungpeople/bullying.htm</a> <a href="http://www3.hants.gov.uk/education/hias/healthyschools/themedareas/theme-ehwb.htm#section261481-2">http://www3.hants.gov.uk/education/hias/healthyschools/themedareas/theme-ehwb.htm#section261481-2</a> <a href="https://www.gov.uk/bullying-at-school">https://www.gov.uk/bullying-at-school</a> <a href="https://www.gov.uk/government/publications/preventing-and-tackling-bullying">https://www.gov.uk/government/publications/preventing-and-tackling-bullying</a>
Anti-Racism	<a href="http://www.cps.gov.uk/northwest/working_with_you/hate_crime_schools_project/schools_project_racist_and_religious_hate_crime/">http://www.cps.gov.uk/northwest/working_with_you/hate_crime_schools_project/schools_project_racist_and_religious_hate_crime/</a>
Physical Intervention	<a href="http://www3.hants.gov.uk/childrens-services/childrenandyoungpeople/educational-psychology/heps/heps-policies.htm">http://www3.hants.gov.uk/childrens-services/childrenandyoungpeople/educational-psychology/heps/heps-policies.htm</a> <a href="https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools">https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools</a>
Meeting the needs of pupils with medical conditions	<a href="https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3">https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3</a>
First Aid	<a href="http://intranet.hants.gov.uk/firstaidpolicytemplate_csh_steam_-14.doc">http://intranet.hants.gov.uk/firstaidpolicytemplate_csh_steam_-14.doc</a> <a href="https://www.gov.uk/government/publications/first-aid-in-schools">https://www.gov.uk/government/publications/first-aid-in-schools</a>
Drug and Substance Misuse	<a href="http://www3.hants.gov.uk/education/hias/drug-and-alcohol/supporting-young-people.htm">http://www3.hants.gov.uk/education/hias/drug-and-alcohol/supporting-young-people.htm</a> <a href="https://www.gov.uk/government/publications/drugs-advice-for-schools">https://www.gov.uk/government/publications/drugs-advice-for-schools</a>
Educational Visits	<a href="http://www3.hants.gov.uk/education/outdoor-education.htm">http://www3.hants.gov.uk/education/outdoor-education.htm</a>
Intimate Care	<a href="http://4lscb.proceduresonline.com/chapters/g_int_care.html">http://4lscb.proceduresonline.com/chapters/g_int_care.html</a>
Internet Safety	<a href="http://www3.hants.gov.uk/childrens-services/schoolsandcolleges/esafety">http://www3.hants.gov.uk/childrens-services/schoolsandcolleges/esafety</a> <a href="http://ceop.police.uk/">http://ceop.police.uk/</a>
School Site Security	<a href="https://www.gov.uk/government/publications/school-security">https://www.gov.uk/government/publications/school-security</a>
Safer Recruitment Policy	<a href="http://www3.hants.gov.uk/education/eps/child-protection-introduction.htm">http://www3.hants.gov.uk/education/eps/child-protection-introduction.htm</a> <a href="http://intranet.hants.gov.uk/eps/eps-crb-guidance.htm">http://intranet.hants.gov.uk/eps/eps-crb-guidance.htm</a> & <a href="https://www.gov.uk/government/policies/helping-employers-make-safer-recruiting-decisions">https://www.gov.uk/government/policies/helping-employers-make-safer-recruiting-decisions</a> <a href="http://intranet.hants.gov.uk/eps/single-central-record.htm">http://intranet.hants.gov.uk/eps/single-central-record.htm</a>
Issues specific to a local area or population,	<a href="https://www.gov.uk/government/publications/safeguarding-children-and-young-people-who-may-be-affected-by-gang-activity">https://www.gov.uk/government/publications/safeguarding-children-and-young-people-who-may-be-affected-by-gang-activity</a> DfE safeguarding children <a href="https://www.gov.uk/childrens-services/safeguarding-children">https://www.gov.uk/childrens-services/safeguarding-children</a>

Radicalisation	<a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf</a>
Child Sexual Exploitation	<a href="https://www.gov.uk/government/publications/tackling-child-sexual-exploitation-action-plan">https://www.gov.uk/government/publications/tackling-child-sexual-exploitation-action-plan</a> <a href="http://4lscb.proceduresonline.com/chapters/p_missing_exploit_traff.html">http://4lscb.proceduresonline.com/chapters/p_missing_exploit_traff.html</a>

**Flowchart for Child Protection Procedures**

DSL – Designated Safeguarding Lead  
MASH – Multi Agency Safeguarding Hub  
CRT – Children’s Reception Team  
CP – Child Protection



## Child Protection Referral Form

Please complete this form if you are in any way concerned about the welfare of a child. It may be from your observations or from a child making a disclosure. The form should be given to the Headteacher or Deputy Headteacher (Child Protection Liaison Officers) immediately. PTO for checklist.

<b>Child's name:</b>			
<b>Date and time</b>		<b>D.o.B</b>	
<b>Name and role of person raising concern:</b>			

**Details of concern (where? when? what? who? behaviours? use child's words)**

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### Actions taken

Date	Person taking action	Action taken	Outcome of action

- Listen to the child carefully; it could be at any time.
- If teaching, acknowledge that you will talk to them later.
- Let the child talk to you in their own way and in their own time without jumping to conclusions or interrupting.
- Be open and honest to develop trust.
- Trust your instinct, based on knowledge and experience, which tells you that something is amiss.
- Avoid stereotypes and assumptions about what are 'normal' childrearing practices from different racial and cultural backgrounds from your own.

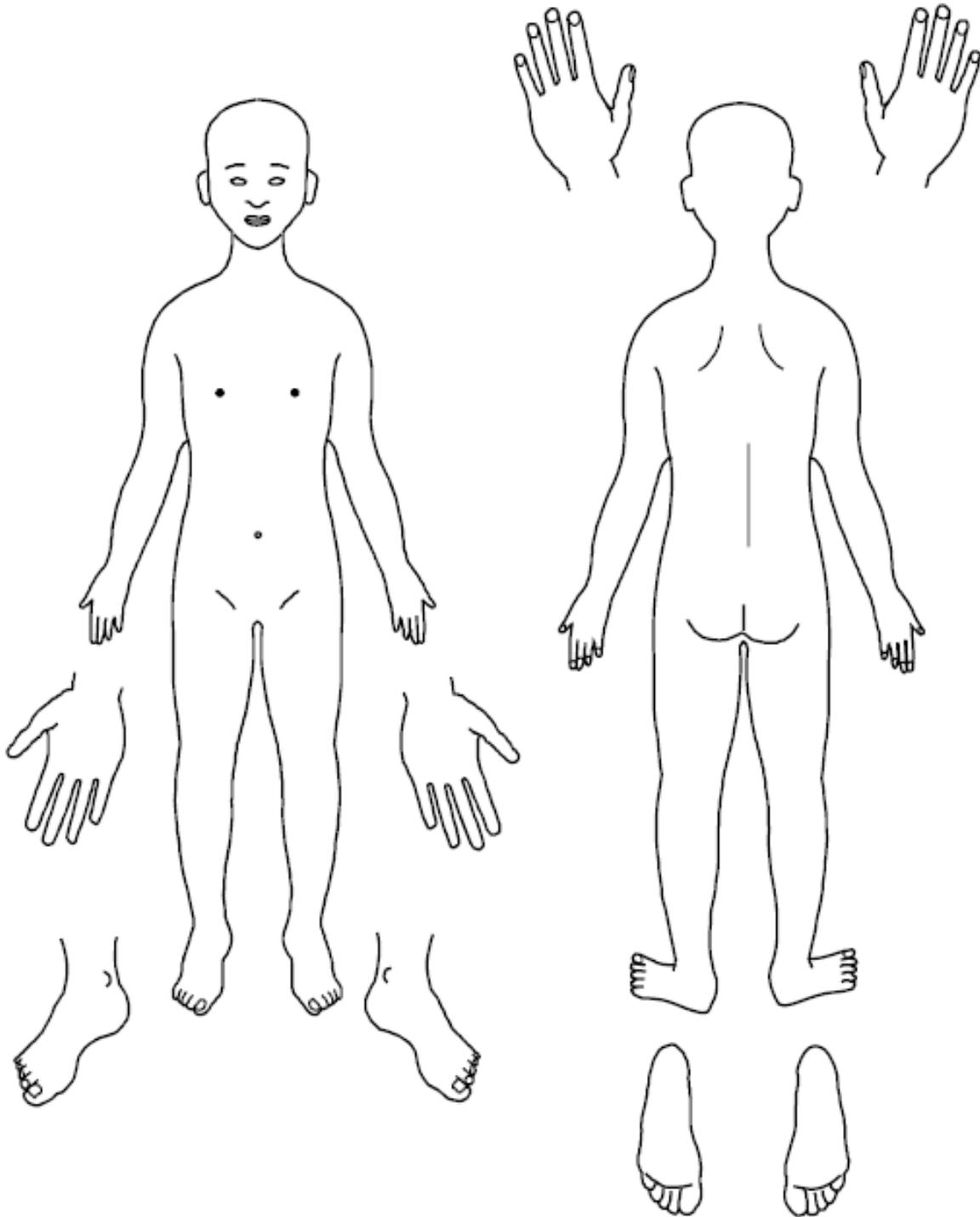
#### Checklist for responding to a disclosure

- Try not to ask questions, but show you are listening through positive body language.
- Control your feelings of anger or disgust.
- Try not to panic, you already have the child's trust.
- Do not promise not to tell anyone else.
- Do reassure the child that they have done the right thing in telling you and that you will take steps to help them although it will mean involving other people that can help.

For full guidance refer to:

- **Child Protection Policy**

**Appendix 4**



**Skin Maps**

Name of Child: \_\_\_\_\_

Name of Child:

\_\_\_\_\_

Date of birth: \_\_\_\_\_ Date of recording:

Name of completer: \_\_\_\_\_



Any additional information

**Dealing with Disclosures****All staff should:**

A member of staff who is approached by a child should listen positively and try to reassure them. They cannot promise complete confidentiality and should explain that they may need to pass information to other professionals to help keep the child or other children safe. The degree of confidentiality should always be governed by the need to protect the child.

Additional consideration needs to be given to children with communication difficulties and for those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to their age, understanding and preference.

All staff should know who the DSL is and who to approach if the DSL is unavailable. Ultimately, all staff have the right to make a referral to the police or social care directly and should do this if, for whatever reason, there are difficulties following the agreed protocol, e.g. they are the only adult on the school premises at the time and have concerns about sending a child home.

**Guiding principles, the seven R's****Receive**

- Listen to what is being said, without displaying shock or disbelief.
- Accept what is said and take it seriously.
- Make a note of what has been said as soon as practicable.

**Reassure**

- Reassure the pupil, but only so far as is honest and reliable.
- Don't make promises you may not be able to keep e.g. 'I'll stay with you' or 'everything will be alright now' or 'I'll keep this confidential.'
- Do reassure e.g. you could say: "I believe you", "I am glad you came to me", "I am sorry this has happened", "We are going to do something together to get help."

**Respond**

- Respond to the pupil only as far as is necessary for you to establish whether or not you need to refer this matter, but do not interrogate for full details.
- Do not ask 'leading' questions i.e. 'did he touch your private parts?' or 'did she hurt you?' Such questions may invalidate your evidence (and the child's) in any later prosecution in court.
- Do not criticise the alleged perpetrator; the pupil may care about him/her, and reconciliation may be possible.
- Do not ask the pupil to repeat it all for another member of staff. Explain what you have to do next and whom you have to talk to. Reassure the pupil that it will be a senior member of staff.

**Report**

- Share concerns with the designated safeguarding lead as soon as possible
- If you are not able to contact your designated safeguarding lead, and the child is at risk of immediate harm, contact the children's services department directly
- If you are dissatisfied with the level of response you receive following your concerns, you should press for re-consideration.

## **Record**

- If possible make some very brief notes at the time, and write them up as soon as possible.
- Keep your original notes on file.
- Record the date, time, place, persons present and noticeable nonverbal behaviour, and the words used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into 'proper' words.
- Complete a body map to indicate the position of any noticeable bruising.
- Record facts and observable things, rather than your 'interpretations' or 'assumptions'.

## **Remember**

- Support the child: listen, reassure, and be available.
- Complete confidentiality is essential. Share your knowledge only with appropriate professional colleagues.
- Try to get some support for yourself if you need it.

## **Review (lead by DSL)**

- Has the action taken provided good outcomes for the child?
- Did the procedure work?
- Were any deficiencies or weaknesses identified in the procedure? Have these been remedied?
- Is further training required?

## **What happens next?**

It is important that concerns are followed up and it is everyone's responsibility to ensure that they are. The member of staff should be informed by the DSL what has happened following the report being made. If they do not receive this information they should be proactive in seeking it out.

If they have concerns that the disclosure has not been acted upon appropriately they might inform the safeguarding governor of the school and/or may ultimately contact the Children's Services Department.

Receiving a disclosure can be upsetting for the member of staff and schools should have a procedure for supporting them after the disclosure. This might include reassurance that they have followed procedure correctly and that their swift actions will enable the allegations to be handled appropriately.

In some cases additional counselling might be needed and they should be encouraged to recognise that disclosures can have an impact on their own emotions.

Allegations against Staff

**Procedure**

This procedure should be used in all cases in which it is alleged a member of staff or volunteer in a school has:

- **behaved in a way that has harmed a child, or may have harmed a child;**
- **possibly committed a criminal offence against or related to a child; or**
- **behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.**
- **Inform the parents of the allegation unless there is a good reason not to.**

In dealing with allegations or concerns against an adult in the school:

- Report any concerns about the conduct of any member of staff or volunteer to the Head teacher or their deputy as soon as possible.
- If an allegation is made against the Head teacher, the concerns need to be raised with the LADO or nominated governor as soon as possible.
- Once an allegation has been received by the head or nominated governor they will contact the Local Authority Designated Officer on **01962 876364**

The LADO and the personnel provider for the school will support the school in following procedures set out in Keeping Children Safe in Education (2015) and the HSCB procedures.

If the matter is investigated internally, the LADO will advise the school to seek guidance from their personnel/HR provider in following procedures set out in 'keeping children safe in education' (2016) and the HSCB procedures.

**Managing allegations against other pupils**  
**Model policy & procedure**

DfE guidance keeping children safe in education (2016) says that ‘governing bodies should ensure that there are procedures in place to handle allegations against other children’. The guidance also states the importance of minimising the risks of peer-on- peer abuse. In most instances, the conduct of students towards each other will be covered by the school’s behaviour policy. Some allegations may be of such a serious nature that they may raise safeguarding concerns. These allegations are most likely to include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is also likely that incidents dealt with under this policy will involve older students and their behaviour towards younger students or those who are vulnerable.

**The safeguarding implications of sexual activity between young people**

The intervention of child protection agencies in situations involving sexual activity between children can require difficult professional judgments. Some situations are statutorily clear – for example, a child under the age of 13 cannot consent to sexual activity. But it will not necessarily be appropriate to initiate safeguarding procedures where sexual activity involving children and young people below the age of legal consent (16 years) comes to notice. In our society generally the age at which children become sexually active has steadily dropped. It is important to distinguish between consensual sexual activity between children of a similar age (where at least one is below the age of consent), and sexual activity involving a power imbalance, or some form of coercion or exploitation. It may also be difficult to be sure that what has or has been alleged to have taken place definitely does have a sexual component.

As usual, important decisions should be made on a case by case basis, on the basis of an assessment of the children’s best interests. Referral under safeguarding arrangements may be necessary, guided by an assessment of the extent to which a child is suffering, or is likely to suffer, significant harm. Key specific considerations will include:

The age, maturity and understanding of the children;

Any disability or special needs of the children;

Their social and family circumstance;

Any evidence in the behaviour or presentation of the children that might suggest they have been harmed;

Any evidence of pressure to engage in sexual activity;

Any indication of sexual exploitation;

There are also contextual factors. Gender, sexuality, race and levels of sexual knowledge can all be used to exert power. A sexual predator may sometimes be a woman or girl and the victim a boy

<sup>1</sup> Taken from The safeguarding implications of events leading to the closure of Stanbridge Earls School – A Serious Case Review (2015)

### **Policy:-**

At Droxford Junior School we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's behaviour policy.

### **Prevention**

As a school we will minimise the risk of allegations against other pupils by:-

- Providing a developmentally appropriate PSHE syllabus which develops students understanding of acceptable behaviour and keeping themselves safe
- Having systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued
- Delivering targeted work on assertiveness and keeping safe to those pupils identified as being at risk
- Developing robust risk assessments & providing targeted work for pupils identified as being a potential risk to other pupils.

### **Allegations against other pupils which are safeguarding issues**

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that, to be considered a safeguarding allegation against a pupil, some of the following features will be found.

If the allegation:-

- Is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- Is of a serious nature, possibly including a criminal offence
- Raises risk factors for other pupils in the school
- Indicates that other pupils may have been affected by this student
- Indicates that young people outside the school may be affected by this student

Examples of safeguarding issues against a student could include:

#### **Physical Abuse**

- Violence, particularly pre-planned
- Forcing others to use drugs or alcohol

#### **Emotional Abuse**

- Blackmail or extortion
- Threats and intimidation

## **Sexual Abuse**

- Indecent exposure, indecent touching or serious sexual assaults
- Forcing others to watch pornography or take part in sexting

## **Sexual Exploitation**

- Encouraging other children to engage in inappropriate sexual behaviour ( For example - having an older boyfriend/girlfriend, associating with unknown adults or other sexually exploited children, staying out overnight)
- Photographing or videoing other children performing indecent acts

## **Procedure:-**

- When an allegation is made by a pupil against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the designated safeguarding lead (DSL) should be informed
- A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances
- The DSL should contact the children's reception team (CRT) to discuss the case
- The DSL will follow through the outcomes of the discussion and make a referral where appropriate
- If the allegation indicates that a potential criminal offence has taken place, CRT will refer the case to the multi-agency agency safeguarding hub where the police will become involved
- Parents, of both the student being complained about and the alleged victim, should be informed and kept updated on the progress of the referral
- The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils' files
- It may be appropriate to exclude the pupil being complained about for a period of time according to the school's behaviour policy and procedures
- Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures
- In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan
- The plan should be monitored and a date set for a follow-up evaluation with everyone concerned

### Behaviours: age 0 to 5

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

<p><b>What is a green behaviour?</b></p> <p>Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability. They are reflective of natural curiosity, experimentation, consensual activities and positive choices</p> <p><b>What can you do?</b></p> <p>Green behaviours provide opportunities to give positive feedback and additional information.</p> <p><b>Green behaviours</b></p> <ul style="list-style-type: none"> <li>• holding or playing with own genitals</li> <li>• attempting to touch or curiosity about other children's genitals</li> <li>• attempting to touch or curiosity about breasts, bottoms or genitals of adults</li> <li>• games e.g. mummies and daddies, doctors and nurses</li> <li>• enjoying nakedness</li> <li>• interest in body parts and what they do</li> <li>• curiosity about the differences between boys and girls</li> </ul>	<p><b>What is an amber behaviour?</b></p> <p>Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.</p> <p><b>What can you do?</b></p> <p>Amber behaviours signal the need to take notice and gather information to assess the appropriate action.</p> <p><b>Amber behaviours</b></p> <ul style="list-style-type: none"> <li>• preoccupation with adult sexual behaviour</li> <li>• pulling other children's pants down/skirts up/trousers down against their will</li> <li>• talking about sex using adult slang</li> <li>• preoccupation with touching the genitals of other people</li> <li>• following others into toilets or changing rooms to look at them or touch them</li> <li>• talking about sexual activities seen on TV/online</li> </ul>	<p><b>What is a red behaviour?</b></p> <p>Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur</p> <p><b>What can you do?</b></p> <p>Red behaviours indicate a need for immediate intervention and action.</p> <p><b>Red behaviours</b></p> <ul style="list-style-type: none"> <li>• persistently touching the genitals of other children</li> <li>• persistent attempts to touch the genitals of adults</li> <li>• simulation of sexual activity in play</li> <li>• sexual behaviour between young children involving penetration with objects</li> <li>• forcing other children to engage in sexual play</li> </ul>
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This is intended to be used as a guide only. Please refer to the guidance tool at <https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool> for further information

Print date: 01/10/2015 - Brook has taken every care to ensure that the information contained in this publication is accurate and up-to-date at the time of being published. As information and knowledge is constantly changing, readers are strongly advised to use this information for up to one month from print date. Brook accepts no responsibility for difficulties that may arise as a result of an individual acting on the advice and recommendations it contains.

Brook sexual behaviours traffic light tool adapted from Family Planning Queensland. (2012). Traffic Lights guide to sexual behaviours. Brisbane: Family Planning Queensland, Australia.

## Behaviours: age 5 to 9 and 9 to 13

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

<p><b>What is a green behaviour?</b></p> <p>Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability and reflective of natural curiosity, experimentation, consensual activities and positive choices</p> <p><b>What can you do?</b></p> <p>Green behaviours provide opportunities to give positive feedback and additional information.</p> <p><b>Green behaviours 5-9</b></p> <ul style="list-style-type: none"> <li>• feeling and touching own genitals</li> <li>• curiosity about other children's genitals</li> <li>• curiosity about sex and relationships, e.g. differences between boys and girls, how sex happens, where babies come from, same-sex relationships</li> <li>• sense of privacy about bodies</li> <li>• telling stories or asking questions using swear and slang words for parts of the body</li> </ul> <p><b>Green behaviours 9-13</b></p> <ul style="list-style-type: none"> <li>• solitary masturbation</li> <li>• use of sexual language including swear and slang words</li> <li>• having girl/boyfriends who are of the same, opposite or any gender</li> <li>• interest in popular culture, e.g. fashion, music, media, online games, chatting online</li> <li>• need for privacy</li> <li>• consensual kissing, hugging,</li> <li>• holding hands with peers</li> </ul>	<p><b>What is an amber behaviour?</b></p> <p>Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.</p> <p><b>What can you do?</b></p> <p>Amber behaviours signal the need to take notice and gather information to assess the appropriate action.</p> <p><b>Amber behaviours 5-9</b></p> <ul style="list-style-type: none"> <li>• questions about sexual activity which persist or are repeated frequently, despite an answer having been given</li> <li>• sexual bullying face to face or through texts or online messaging</li> <li>• engaging in mutual masturbation</li> <li>• persistent sexual images and ideas in talk, play and art</li> <li>• use of adult slang language to discuss sex</li> </ul> <p><b>Amber behaviours 9-13</b></p> <ul style="list-style-type: none"> <li>• uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing</li> <li>• verbal, physical or cyber/virtual sexual bullying involving sexual aggression</li> <li>• LGBT (lesbian, gay, bisexual, transgender) targeted bullying</li> <li>• exhibitionism, e.g. flashing or mooning</li> <li>• giving out contact details online</li> <li>• viewing pornographic material</li> <li>• worrying about being pregnant or having STIs</li> </ul>	<p><b>What is a red behaviour?</b></p> <p>Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur</p> <p><b>What can you do?</b></p> <p>Red behaviours indicate a need for immediate intervention and action.</p> <p><b>Red behaviours 5-9</b></p> <ul style="list-style-type: none"> <li>• frequent masturbation in front of others</li> <li>• sexual behaviour engaging significantly younger or less able children</li> <li>• forcing other children to take part in</li> <li>• sexual activities</li> <li>• simulation of oral or penetrative sex</li> <li>• sourcing pornographic material online</li> </ul> <p><b>Red behaviours 9-13</b></p> <ul style="list-style-type: none"> <li>• exposing genitals or masturbating in public</li> <li>• distributing naked or sexually provocative images of self or others</li> <li>• sexually explicit talk with younger children</li> <li>• sexual harassment</li> <li>• arranging to meet with an online acquaintance in secret</li> <li>• genital injury to self or others</li> <li>• forcing other children of same age, younger or less able to take part in sexual activities</li> <li>• sexual activity e.g. oral sex or intercourse</li> <li>• presence of sexually transmitted infection (STI)</li> <li>• evidence of pregnancy</li> </ul>
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## Behaviours: age 13 to 17

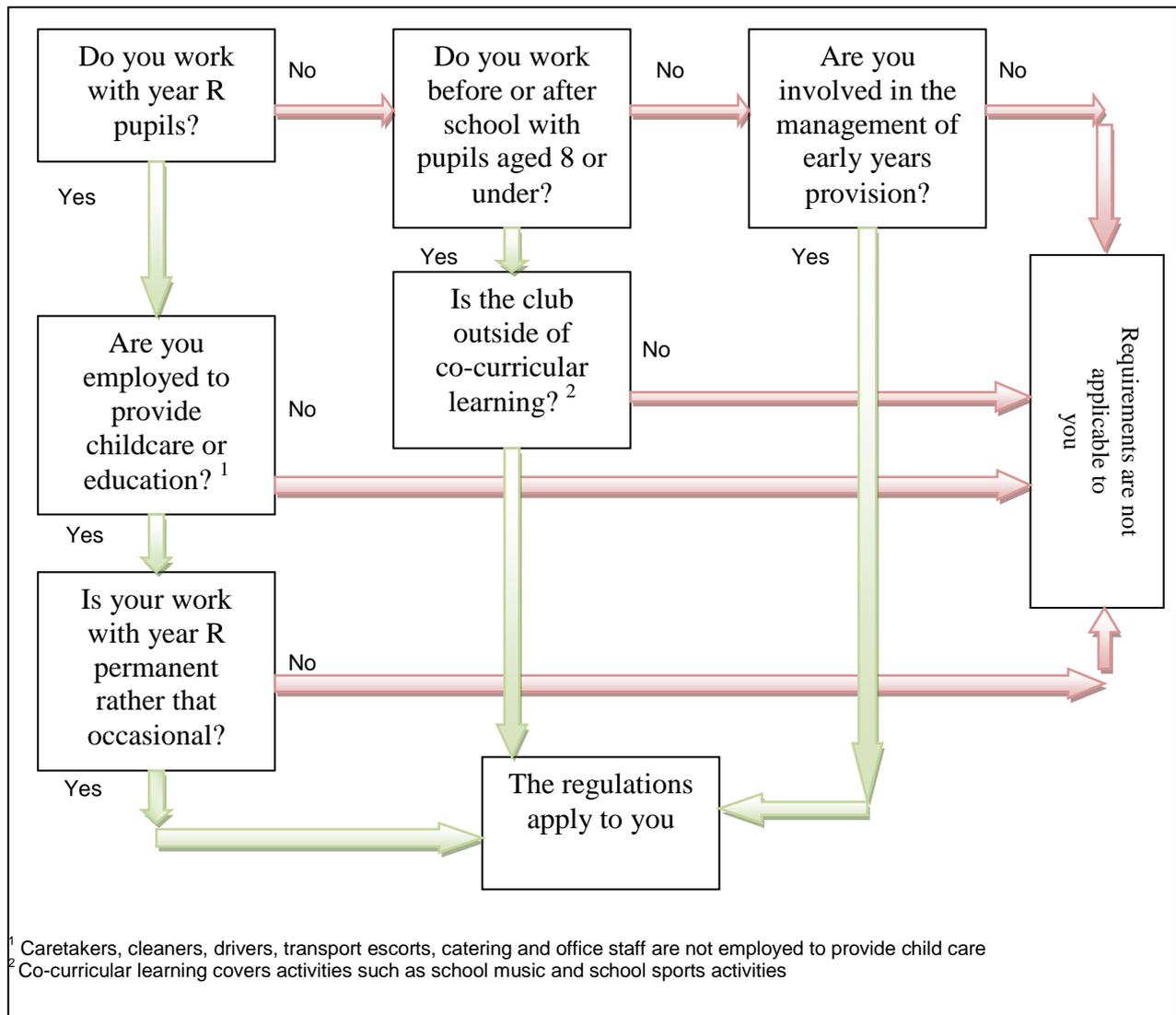
All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

<p><b>What is a green behaviour?</b></p> <p>Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability and reflective of natural curiosity, experimentation, consensual activities and positive choices</p> <p><b>What can you do?</b></p> <p>Green behaviours provide opportunities to give positive feedback and additional information.</p> <p><b>Green behaviours</b></p> <ul style="list-style-type: none"> <li>• solitary masturbation</li> <li>• sexually explicit conversations with peers</li> <li>• obscenities and jokes within the current cultural norm</li> <li>• interest in erotica/pornography</li> <li>• use of internet/e-media to chat online</li> <li>• having sexual or non-sexual relationships</li> <li>• sexual activity including hugging, kissing, holding hands</li> <li>• consenting oral and/or penetrative sex with others of the same or opposite gender who are of similar age and developmental ability</li> <li>• choosing not to be sexually active</li> </ul>	<p><b>What is an amber behaviour?</b></p> <p>Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.</p> <p><b>What can you do?</b></p> <p>Amber behaviours signal the need to take notice and gather information to assess the appropriate action.</p> <p><b>Amber behaviours</b></p> <ul style="list-style-type: none"> <li>• accessing exploitative or violent pornography</li> <li>• uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress,</li> <li>• withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing</li> <li>• concern about body image</li> <li>• taking and sending naked or sexually provocative images of self or others</li> <li>• single occurrence of peeping, exposing, mooning or obscene gestures</li> <li>• giving out contact details online</li> <li>• joining adult- only social networking sites and giving false personal information</li> <li>• arranging a face to face meeting with an online contact alone</li> </ul>	<p><b>What is a red behaviour?</b></p> <p>Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur</p> <p><b>What can you do?</b></p> <p>Red behaviours indicate a need for immediate intervention and action.</p> <p><b>Red behaviours</b></p> <ul style="list-style-type: none"> <li>• exposing genitals or masturbating in public</li> <li>• preoccupation with sex, which interferes with daily function</li> <li>• sexual degradation/humiliation of self or others</li> <li>• attempting/forcing others to expose genitals</li> <li>• sexually aggressive/exploitative behaviour</li> <li>• sexually explicit talk with younger children</li> <li>• sexual harassment</li> <li>• non-consensual sexual activity</li> <li>• use of/acceptance of power and control in sexual relationships</li> <li>• genital injury to self or others</li> <li>• sexual contact with others where there</li> <li>• is a big difference in age or ability</li> <li>• sexual activity with someone in authority and in a position of trust</li> <li>• sexual activity with family members</li> <li>• involvement in sexual exploitation and/or trafficking</li> <li>• sexual contact with animals</li> <li>• receipt of gifts or money in exchange</li> </ul>
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**Disqualification under the Childcare Act 2006**

This procedure should be read in conjunction with “Disqualification under the Childcare Act 2006 Statutory Guidance (DfE Feb 2015)”

The requirement of the act is applicable to a limited number of school staff and the following flowchart can be used to help confirm if staff members are required to make disclosures to Ofsted in respect of themselves or members of their household.



**Intimate Care**

As a school we follow the guidance for good practice set out by Hampshire Safeguarding Childrens Board below

Guidelines for good practice (adapted from the Chailey Heritage centre)

1. Treat every child with dignity and respect and ensure privacy appropriate to the child's age and the situation. Privacy is an important issue. Much intimate care is carried out by one staff member alone with one child. The 4LSCBs (Local Safeguarding Children's Boards) believe this practice should be actively supported unless the task requires two people. Having people working alone does increase the opportunity for possible abuse. However, this is balanced by the loss of privacy and lack of trust implied if two people have to be present - quite apart from the practical difficulties. It should also be noted that the presence of two people does not guarantee the safety of the child or young person - organised abuse by several perpetrators can, and does, take place. Therefore, staff should be supported in carrying out the intimate care of children alone unless the task requires the presence of two people. The 4LSCBs recognise that there are partner agencies that recommend two carers in specific circumstances. Where possible, the member of staff carrying out intimate care should be someone chosen by the child or young person. For older children it is preferable if the member of staff is the same gender as the young person. However, this is not always possible in practice. Agencies should consider the implications of using a single named member of staff for intimate care or a rota system in terms of risks of abuse.
2. Involve the child as far as possible in his or her own intimate care. Try to avoid doing things for a child that s/he can do alone, and if a child is able to help ensure that s/he is given the chance to do so. This is as important for tasks such as removing underclothes as it is for washing the private parts of a child's body. Support children in doing all that they can themselves. If a child is fully dependent on you, talk with her or him about what you are doing and give choices where possible.
3. Be responsive to a child's reactions. It is appropriate to "check" your practice by asking the child - particularly a child you have not previously cared for - "Is it OK to do it this way?"; "Can you wash there?"; "How does mummy do that?". If a child expresses dislike of a certain person carrying out her or his intimate care, try and find out why. Conversely, if a child has a "grudge" against you or dislikes you for some reason, ensure your line manager is aware of this.
4. Make sure practice in intimate care is as consistent as possible. Line managers have a responsibility for ensuring their staff have a consistent approach. This does not mean that everyone has to do things in an identical fashion, but it is important that approaches to intimate care are not markedly different between individuals. For example, do you use a flannel to wash a child's private parts rather than bare hands? Do you pull back a child's foreskin as part of daily washing? Is care during menstruation consistent across different staff?

5. Never do something unless you know how to do it. If you are not sure how to do something, ask. If you need to be shown more than once, ask again. Certain intimate care or treatment procedures, such as rectal examinations, must only be carried out by nursing or medical staff. Other procedures, such as giving rectal valium, suppositories or intermittent catheterisation, must only be carried out by staff who have been formally trained and assessed as competent.
6. If you are concerned that during the intimate care of a child:
  - You accidentally hurt the child;
  - The child seems sore or unusually tender in the genital area;
  - The child appears to be sexually aroused by your actions;
  - The child misunderstands or misinterprets something;
  - The child has a very emotional reaction without apparent cause (sudden crying or shouting).

Report any such incident as soon as possible to another person working with you and make a brief written note of it. This is for two reasons: first, because some of these could be cause for concern, and secondly, because the child or another adult might possibly misconstrue something you have done.

7. Additionally, if you are a member of staff who has noticed that a child's demeanour has changed directly following intimate care, e.g. sudden distress or withdrawal, this should be noted in writing and discussed with your designated person for child protection.
8. Encourage the child to have a positive image of her or his own body. Confident, assertive children who feel their body belongs to them are less vulnerable to abuse. As well as the basics like privacy, the approach you take to a child's intimate care can convey lots of messages about what her or his body is "worth". Your attitude to the child's intimate care is important. As far as appropriate and keeping in mind the child's age, routine care of a child should be enjoyable, relaxed and fun.

Intimate care is to some extent individually defined, and varies according to personal experience, cultural expectations and gender. The 4LSCBs recognise that children who experience intimate care may be more vulnerable to abuse:-

- Children with additional needs are sometimes taught to do as they are told to a greater degree than other children. This can continue into later years. Children who are dependent or over-protected may have fewer opportunities to take decisions for themselves and may have limited choices. The child may come to believe they are passive and powerless
- Increased numbers of adult carers may increase the vulnerability of the child, either by increasing the possibility of a carer harming them, or by adding to their sense of lack of attachment to a trusted adult
- Physical dependency in basic core needs, for example toileting, bathing, dressing, may increase the accessibility and opportunity for some carers to exploit being alone with and justify touching the child inappropriately
- Repeated "invasion" of body space for physical or medical care may result in the child feeling ownership of their bodies has been taken from them

- Children with additional needs can be isolated from knowledge and information about alternative sources of care and residence. This means, for example, that a child who is physically dependent on daily care may be more reluctant to disclose abuse, since they fear the loss of these needs being met. Their fear may also include who might replace their abusive carer

The above is taken largely from the publication 'Abuse and children who are disabled: a training and resource pack for trainers in child protection and disability, 1993'.

This guidance can be read in full at

[http://4lscb.proceduresonline.com/chapters/g\\_int\\_care.html](http://4lscb.proceduresonline.com/chapters/g_int_care.html)

**Young People with Medical Needs**

There will be occasions when children are temporarily unable to attend school on a full time basis because of their medical needs. These children and young people are likely to be:

- children and young people suffering from long-term illnesses
- children and young people with long-term post-operative or post-injury recovery periods
- children and young people with long-term mental health problems (emotionally vulnerable)

Hampshire uses the phrase “long-term” to define any period exceeding 15 continuous school days of absence from school because of medical needs.

Where it is clear that an absence will be for more than 15 continuous school days then the Education and Inclusion Service provision should begin at the earliest possible date and should not automatically be delayed until the 16<sup>th</sup> day of absence.

It is important that the referring school must notify the School Nurse service at the point it is identified that the child or young persons medical need is preventing their attendance at school.

At all times during the period of Education and Inclusion Service provision the young person will remain on the roll of their home school and the home school will retain ultimate educational responsibility for the young person.

**Referral to the Education Inclusion Service:**

Referral to the Education Inclusion Service (EIS) must be made by the young person’s home school and must be made via the Education and Inclusion Service referral form.

Referrals should normally be supported by either:

- a Hospital Consultant
- a Senior Clinical Medical Officer
- a Consultant Child Psychiatrist
- a General Practitioner (GP)
- a member of the Hampshire Education Psychology Service (HEPS)

**Please contact your area EIS team for further advice**

**Briefing Sheet for Temporary and Supply Staff**

For supply staff and those on short contracts in **Droxford Junior School**.

While working in **Droxford Junior School**, you have a duty of care towards the children/pupils/students here. This means that at all times you should act in a way that is consistent with their safety and welfare.

In addition, if at any time you have a concern about a child or young person, particularly if you think they may be at risk of abuse or neglect, it is your responsibility to share that concern with the school Designated Safeguarding Lead (DSL), who is **Matthew Dampier** and can be found **in the headteacher's office**.

This is not an exhaustive list but you may have become concerned as a result of:

- observing a physical injury, which you think may have been non-accidental.
- observing something in the appearance of a child or young person which suggests they are not being sufficiently well cared for.
- observing behavior that leads you to be concerned about a child or young person.
- a child or young person telling you that they have been subjected to some form of abuse.

In any of the circumstances listed here, you must write down what you saw or heard, date and sign your account, and give it to the DSL. This may be the beginning of a legal process – it is important to understand that legal action against a perpetrator can be seriously damaged by any suggestion that the child has been led in any way.

If a child talks to you about abuse, you should follow these guidelines:

- Rather than directly questioning the child, just listen and be supportive.
- Never stop a child who is freely recalling significant events, but don't push the child to tell you more than they wish.
- Make it clear that you may need to pass on information to staff in other agencies who may be able to help – do not promise confidentiality. You are obliged to share any information relating to abuse or neglect.
- Write an account of the conversation immediately, as close to verbatim as possible. Put the date and timings on it, and mention anyone else who was present. Then sign it, and give your record to the designated person/child protection officer, who should contact children's social care if appropriate.

The school has a policy on safeguarding children and young people which you can find, together with the local procedures to be followed by all staff, in **the school office** .

**Remember, if you have a concern, discuss it with the DSL.**

### **Transporting Children on School Activities**

The issue of transporting children has become a sensitive issue for some schools. Many schools argue that after school activities could not operate without the goodwill of volunteers and parents ensuring that children are returned home or transported to events in a private car. To this end a standard letter and declaration form that you may find useful when considering the safeguarding elements of transporting children has been developed and can be downloaded from the safeguarding children in education webpages.

The general principles that are covered in this letter are:

#### **All drivers must:**

- Hold a valid driving licence for the type of vehicle being driven
- Be fit to drive
- Have no medical condition which affects their ability to drive
- Have a valid MOT for any vehicle older than 3 years old
- Ensure that any vehicle is roadworthy, including brakes, lights, tyres, bodywork, wipers, mirrors etc
- Ensure that any vehicle used has current road tax
- Ensure that they adhere to the appropriate speed limit
- Ensure that all seat belts are working and worn by everybody in the vehicle

#### **Insurance:**

- Maintain valid insurance, as a minimum, for third part liability
- Check with their insurance company and inform them that the driver occasionally conveys children on school activities. (This is unlikely to affect the cost of your insurance premium.)

#### **Safety:**

- Be familiar with, and drive in accordance with, the Highway Code at all times
- Drive safely and observe the speed limit
- Before driving not to consume alcohol or drugs which may impair driving
- Ensure that all passengers wear seat belts as appropriate
- Use child proof locks on rear doors where necessary
- Child seats such as booster seats are to be used at all times according to the height of each child in the vehicle

Template letter is available at:

<http://documents.hants.gov.uk/education/LADOsafeguardingchildrenineducation2014templateletterforparent.doc>

## **Legislative Framework**

This is a brief overview of the Legislation and Guidance that staff can refer to if they want more information

### **United Nations Convention on the Rights of the Child (1989)**

This is an international agreement setting out the minimum standards for protecting children's rights. It was incorporated into the law in the Children Act 1989. The Convention refers to all children up to the age of 18 years. In relation to safeguarding children, it states that:

- the best interests of the child should be a primary consideration when action is taken concerning them
- children are to be protected from all forms of discrimination
- every child has the inherent right to life, survival and development
- children should not be punished cruelly or in a way that belittles them
- children have the right to be protected from all forms of abuse and neglect and be given proper care by those looking after them
- children who are victims of abuse are entitled to the care and treatment needed to recover from the effects of their mistreatment.

### **Children Act 1989**

The Children Act 1989 came into force in October 1991. It brought together legislation on caring for and protecting children and is still the framework for safeguarding children and promoting their welfare. The Children Act 1989 is underpinned by the following principles:

- **welfare principle** – the child's welfare is the paramount consideration in any decision which affects them.
- **parental responsibility** – replaces parental rights. Parents share parental responsibility with the local authority for a child in care.
- **partnership** – professionals and families must work together for the welfare of children
- **the child's voice** – a child's wishes and feelings should be sought and taken into account in making decisions affecting them (if they are old enough to understand).
- **family is best** – a child's own family is the best place for a child to be brought up.
- **no order principle** – a court order should not be made unless it is needed to improve the child's life.
- **diversity issues** – racial, cultural, religious and linguistic background must be taken into account in all decisions.

The main safeguarding provisions of the act are:

- **child protection** (s47) – a local authority has a duty to investigate if a child is thought to be suffering, or is likely to suffer, significant harm.
- **children in need** (s17) – a local authority has a duty to assess and provide services for a child in need if parents wish it.
- **inter-agency working** – health, education and other public sector agencies are required to assist children's social care in safeguarding and promoting the welfare of children.
- **court orders** – a court can order a child to be taken into care or to be under a supervision order. It can also order a child to be given emergency protection or to

be assessed.

### **Adoption and Children Act 2002**

Section 120 extends the definition of significant harm so that actually witnessing violence can also constitute harm.

### **Children Act 2004**

The act made it statutory to safeguard and promote the welfare of children across all statutory agencies. It set up local safeguarding children boards (LSCBs) to oversee the safeguarding of children, and required local authorities to produce annual children and young people's plans and appoint directors and lead members of children's services.

### **Human Rights Act 1998**

The Human Rights Act applies the European Convention on Human Rights to UK law. Article 8, which covers respect for private and family life, limits state intervention in family life, which must be "...in the interests of national security, public safety or the economic well-being of the country, for the prevention of disorder or crime, for the protection of health or morals, or for the protection of the rights and freedoms of others." This ensures that a child's right to protection overrides a family's right to privacy. Article 3 covers the rights of an individual to be free from torture and inhuman and degrading treatment. It effectively imposes an obligation on the authorities to take preventative measures to protect a child at risk of harm.

### **Data Protection Acts 1984 and 1998**

These acts relate to the recording of information, including information about children. Under the 1998 act personal information must be obtained fairly and processed lawfully. This information can be shared only in certain circumstances and it has to be accurate, relevant and kept securely. In certain circumstances, the act allows for disclosure of personal information without the consent of the subject, including that "...for the purpose and detection of crime, the apprehension or prosecution of offenders or when a failure to disclose information could place the protection of children, young people or vulnerable adults at risk." This is particularly relevant where an organisation or employer holds information about someone who could pose a risk to children.

### **Sexual Offences Act 2003**

This provides a comprehensive legislative framework for sexual offences. It covers offences against adults (including people with mental disorders), as well as offences against children and sexual offences within the family. It also makes amendments to the laws governing the sex offenders register by introducing a requirement for those cautioned or convicted of specific categories of sexual offences to inform the police of their name and address and any changes to those details. The act also covers specific offences relating to the *abuse of trust* which applies when the child is under 18. These offences include:

- sexual activity with a child
- causing or inciting a child to engage in sexual activity
- engaging with sexual activity in the presence of a child
- causing a child to watch a sexual act.

The act lists occupations to which the abuse of trust laws apply. These include staff working in:

- institutions looking after children detained under a court order – e.g., a young offenders institution
- accommodation provided by local authorities and voluntary organisations under

- statutory provision
- hospitals, clinics, care homes, children's homes and residential family centres
- educational institutions.

The Act allows for a preventative order to be made to protect children from harm. This includes stopping offenders from visiting places where children may gather – e.g., parks and recreation grounds.

### **Education Act 2002**

Section 175 of this act introduced a new statutory duty on local education authorities, maintained and independent schools and further education institutions to ensure that their responsibilities are carried out with a view to safeguarding and promoting the welfare of children and young people.

### **Guidance**

This section deals with government guidance to agencies on safeguarding children and young people.

### ***Working Together to Safeguard Children (HM Government, 2015)***

This document is the main national reference for safeguarding. It provides guidance on how agencies should work together to protect children. It covers the roles and responsibilities of all professionals who come into contact with children through their work and describes the child protection process. It replaces the 2010 guidance with the same title. [\[link\]](#)

### ***What to Do if you're Worried a Child is Being Abused (HM Government, 2015)***

This practice guidance was updated in 2015. It spells out the processes to be followed when there are concerns about a child's welfare, including their safety. [\[link\]](#)

### ***Keeping Children Safe in Education (Department for Education, 2015)***

Linked to the Education Act 2002, this guidance sets out the legal duties schools and further education colleges to safeguard and promote the welfare of children, and provides safeguarding guidance for all staff (part 1), safer recruitment, dealing with allegations and an overview of the role of Designated Safeguarding Lead (DSL) [\[link\]](#)

### ***Disqualification under the Childcare Act 2006 (Department for Education, 2015)***

This guidance clarifies who is covered by the act, what offences are relevant and how schools can meet their requirements [\[link\]](#)

## **Safeguarding – requirement for Governors**

(for more information see the Governors Handbook - [Link.](#))

### **Safeguarding and promoting the welfare of pupils**

#### *General duty*

Section 175 of the Education Act 2002 places a duty on the governing bodies of maintained schools, and regulations under section 157, about safeguarding pupils in Independent Schools (which include academies) requires academy trusts to have arrangements in place to ensure that they:

- carry out their functions with a view to safeguarding and promoting the welfare of children; and
- have regard to the statutory guidance issued by the Secretary of State in considering what arrangements they need to make for the purpose of that section.

#### *Statutory guidance*

'Keeping Children Safe in Education', places statutory requirements on all governing bodies, which must make sure their school has policies and procedures in place and take into account any statutory guidance issued by the Secretary of State, any LA guidance and locally agreed interagency procedures.

Educational settings have a central role to play in the early identification of any welfare concerns about an individual child, additional needs they might have and indicators of possible abuse and neglect. To be effective, all schools should work with other organisations, share and receive information about individual children in order to protect them from harm. All schools should have regard to the guidance set out in Working Together to Safeguard Children, 2015.

#### *Allegations against staff and volunteers (see appendix 6)*

Statutory guidance 'Keeping Children Safe in Education' sets out the procedures all schools must have in place for dealing with allegations.

The procedures should make it clear that all allegations should be reported straight away, normally to the headteacher. The procedures should also identify the person, often the chair of governors, to whom reports should be made in the absence of the headteacher, or in cases where the headteacher themselves are the subject of the allegation or concern. Procedures should also include contact details for the LADO responsible for providing advice and monitoring cases. Under no circumstances should the governor approach the subject of the allegation before seeking advice from the DSL in school, the headteacher, or LA LADO.

Employers have a duty of care to their employees. Governing bodies should make sure that the school provides effective support for anyone facing an allegation. They must also provide them with a named contact within school if they are suspended. If an allegation is made the headteacher, chair of governors or chair of the management committee (the 'case manager') should immediately discuss the case with the LA Designated Officer (LADO). This initial discussion allows the LADO and case manager to consider the nature,

content and context of the allegation and agree a course of action.

Chairs of governing bodies are expected to work with the headteacher (unless the allegation concerns the headteacher) and LADO to confirm the facts about individual cases. They are also expected to reach a joint decision on the way forward in each case. Chairs have a key role in deciding courses of action, including disciplinary action, in those cases where a criminal investigation may not be required. In cases where allegations have been substantiated, the chair should work with the LADO and headteacher to determine whether there are any improvements to be made to the school's procedures or practice to help prevent similar events in the future.

All governing body members should have information training about safeguarding, whether the governing body acts collectively or an individual member takes the lead. This will make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

Governing bodies should make sure that a senior member of the school's leadership team is designated to take lead responsibility for dealing with safeguarding issues (DSL); providing advice and support to other staff; liaising with the LA; and working with other agencies.

#### *Safe recruitment procedures*

A key aspect of safeguarding is the vetting of applicants and prospective volunteers working with children to make sure they are not unsuitable.

The governing body of a maintained school is required, under the School Staffing (England) Regulations 2009, to ensure that safer recruitment procedures are applied. This includes making sure that at least one member of any appointment panel has completed 'safer recruitment' training.

#### *Employment checks*

When making appointments, governing bodies and academy trusts must take into account the requirements of equalities legislation and best employment practices.

Once the governing body or academy trust has chosen a preferred candidate, and before any appointment is made, it must ensure all required checks are completed, including

- check the identity of the candidate;
- their right to work in the United Kingdom and whether the candidate has the necessary health and mental fitness to teach; and
- whether any reasonable adjustments are required to allow teaching staff to provide effective and efficient teaching.

Governing bodies and academy trusts should also:

- take up references from the applicant's current or former employer; and
- consider asking the candidate's current employer for details of any capability history in the previous two years, and the reasons for this.

For the majority of work in schools, governing bodies and academy trusts must obtain, for all new appointments, an enhanced Disclosure and Barring Service (DBS) check before,

or as soon as practicable after appointment, and a barred list check before appointment if the work is within the scope of 'regulated activity' relating to children from the DBS website. The current statutory guidance 'Keeping Children Safe in Education' provides a chapter on the checks required. Governing bodies will usually make the request for the DBS checks through their LA, which acts as an umbrella body for the DBS; academy trusts will have their own umbrella body arrangements.

The governing body or academy trust is required to carry out additional checks if the applicant has lived outside the UK. Employers have a duty to check potential employees' documents before employing them, to ensure they have the right to work in the UK. UK Border Agency website

The governing body or academy trust must reassure itself that all appropriate suitability checks have been undertaken and that the school keeps a single central record, detailing the range of checks it has carried out on its staff and volunteers

The barred list check is a check that the person is not barred from 'regulated activity' – work that a barred person must not do. From September 2012, the amended definition of regulated activity in relation to children comprises, in summary:

unsupervised activities: teaching, training, instructing, caring for or supervising children, or providing advice/guidance on wellbeing, or driving a vehicle that is being used solely for the purpose of transporting children and their carers/escorts;

Schools **must** refer to the Disclosure and Barring Service (DBS) anyone who has harmed or poses a risk of harm to a child and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. Referrals should be made as soon as possible after the resignation or removal of the individual. Guidance on referrals is provided by the DBS.

Governing Bodies should ensure compliance with statutory guidance Keeping Children Safe in Education and ensure they effectively monitor implementation as part of their accountability framework.

## **What is Child Abuse?**

The following definitions are taken from *Working Together to Safeguard Children* HM Government (2015). In addition to these definitions, it should be understood that children can also be abused by Honour Based Violence, Forced Marriage or Female Genital Mutilation

### **What is abuse and neglect?**

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children.

### **Physical abuse**

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

### **Emotional abuse**

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

### **Sexual abuse**

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

### **Neglect**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a

child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate care-givers)
- ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## **Indicators of Abuse**

### **Neglect**

#### **The nature of neglect**

Neglect is a lack of parental care but poverty and lack of information or adequate services can be contributory factors.

Far more children are registered to the category of neglect on child protection plans than to the other categories. As with abuse, the number of children experiencing neglect is likely to be much higher than the numbers on the plans.

#### **Neglect can include parents or carers failing to:**

- provide adequate food, clothing and shelter
- protect a child from physical and emotional harm or danger
- ensure adequate supervision or stimulation
- ensure access to appropriate medical care or treatment.

#### **NSPCC research has highlighted the following examples of the neglect of children under 12**

- frequently going hungry
- frequently having to go to school in dirty clothes
- regularly having to look after themselves because of parents being away or having problems such as drug or alcohol misuse
- being abandoned or deserted
- living at home in dangerous physical conditions
- not being taken to the doctor when ill
- not receiving dental care.

Neglect is a difficult form of abuse to recognise and is often seen as less serious than other categories. It is, however, very damaging: children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group.

Neglect is often noticed at a stage when it does not pose a risk to the child. The duty to safeguard and promote the welfare of children (*What to do if your worried a child is being abused* 2015) would suggest that an appropriate intervention or conversation at this early stage can address the issue and prevent a child continuing to suffer until it reaches a point when they are at risk of harm or in significant need.

Neglect is often linked to other forms of abuse, so any concerns school staff have should at least be discussed with the designated person/child protection co-ordinator.

## **Indicators of neglect**

**The following is a summary of some of the indicators that may suggest a child is being abused or is at risk of harm. It is important to recognise that indicators alone cannot confirm whether a child is being abused. Each child should be seen in the context of their family and wider community and a proper assessment carried out by appropriate persons. What is important to keep in mind is that if you feel unsure or concerned, do something about it. Don't keep it to yourself.**

### **Physical indicators of neglect**

- Constant hunger and stealing food
- Poor personal hygiene - unkempt, dirty or smelly
- Underweight
- Dress unsuitable for weather
- Poor state of clothing
- Illness or injury untreated
- Looking sad, false smiles

### **Behavioural indicators of neglect**

- Constant tiredness
- Frequent absence from school or lateness
- Missing medical appointments
- Isolated among peers
- Frequently unsupervised
- Stealing or scavenging, especially food
- Destructive tendencies

## **Emotional Abuse**

### **The nature of emotional abuse**

Most harm is produced in *low warmth, high criticism* homes, not from single incidents.

Emotional abuse is difficult to define, identify/recognise and/or prove.

Emotional abuse is chronic and cumulative and has a long-term impact.

All kinds of abuse and neglect have emotional effects although emotional abuse can occur by itself.

Children can be harmed by witnessing someone harming another person – as in domestic violence.

It is sometimes possible to spot emotionally abusive behavior from parents and carers to their children, by the way that the adults are speaking to, or behaving towards children. An appropriate challenge or intervention could affect positive change and prevent more intensive work being carried out later on.

### **Indicators of Emotional Abuse developmental issues**

- Delays in physical, mental and emotional development
- Poor school performance
- Speech disorders, particularly sudden disorders or changes.

## **Behaviour**

- Acceptance of punishment which appears excessive
- Over-reaction to mistakes
- Continual self-deprecation (I'm stupid, ugly, worthless etc)
- Neurotic behaviour (such as rocking, hair-twisting, thumb-sucking)
- Self-mutilation
- Suicide attempts
- Drug/solvent abuse
- Running away
- Compulsive stealing, scavenging
- Acting out
- Poor trust in significant adults
- Regressive behaviour – e.g., wetting
- Eating disorders
- Destructive tendencies
- Neurotic behaviour
- Arriving early at school, leaving late

### **Social issues**

- Withdrawal from physical contact
- Withdrawal from social interaction
- Over-compliant behaviour
- Insecure, clinging behaviour
- Poor social relationships

### **Emotional responses**

- Extreme fear of new situations
- Inappropriate emotional responses to painful situations (“I deserve this”)
- Fear of parents being contacted
- Self-disgust
- Low self-esteem
- Unusually fearful with adults
- Lack of concentration, restlessness, aimlessness
- Extremes of passivity or aggression

### **Physical Abuse**

#### **The nature of physical abuse**

Most children collect cuts and bruises quite routinely as part of the rough and tumble of daily life. Clearly, it is not necessary to be concerned about most of these minor injuries. But accidental injuries normally occur on the *bony prominences* – e.g., shins. Injuries on the *soft* areas of the body are more likely to be inflicted intentionally and should therefore make us more alert to other concerning factors that may be present.

A body map (Appendix 4) can assist in the clear recording and reporting of physical abuse. The body map should only be used to record observed injuries and no child should be asked to remove clothing by a member of staff of the school.

#### **Indicators of physical abuse / factors that should increase concern**

- Multiple bruising or bruises and scratches (especially on the head and face).
- Clusters of bruises – e.g., fingertip bruising (caused by being grasped).

- Bruises around the neck and behind the ears – the most common abusive injuries are to the head.
- Bruises on the back, chest, buttocks, or on the inside of the thighs.
- Marks indicating injury by an instrument – e.g., linear bruising (stick), parallel bruising (belt), marks of a buckle
- Bite marks
- Deliberate burning may also be indicated by the pattern of an instrument or object – e.g., electric fire, cooker, cigarette.
- Scalds with upward splash marks or *tide marks*
- Untreated injuries
- Recurrent injuries or burns
- Bald patches.

**In the social context of the school or college, it is normal to ask about a noticeable injury. The response to such an enquiry is generally light-hearted and detailed. So, most of all, concern should be increased when:**

- the explanation given does not match the injury
- the explanation uses words or phrases that do not match the vocabulary of the child (adults words)
- no explanation is forthcoming
- the child (or the parent/carer) is secretive or evasive
- the injury is accompanied by allegations of abuse or assault

**You should be concerned if the child or young person:**

- is reluctant to have parents/carers contacted
- runs away or shows fear of going home
- is aggressive towards themselves or others
- flinches when approached or touched
- is reluctant to undress to change clothing for sport
- wears long sleeves during hot weather
- is unnaturally compliant in the presence of parents/carers.
- has a fear of medical help or attention
- admits to a punishment that appears excessive.

## **Sexual Abuse**

### **The nature of sexual abuse**

Sexual abuse is often perpetrated by people who are known and trusted by the child – e.g., relatives, family friends, neighbours, babysitters, people working with the child in school, faith settings, clubs or activities. Children can also be subject to Child Sexual Exploitation.

### **Characteristics of child sexual abuse:**

- it is often planned and systematic – people do not sexually abuse children by accident, though sexual abuse can be opportunistic
- grooming the child – people who abuse children take care to choose a vulnerable child and often spend time making them dependent
- grooming the child's environment – abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives.

Most people who sexually abuse children are men, but some women sexually abuse too.

## **Indicators of sexual abuse**

### **Physical observations**

- Damage to genitalia, anus or mouth
- Sexually transmitted diseases
- Unexpected pregnancy, especially in very young girls
- Soreness in genital area, anus or mouth and other medical problems such as chronic
- itching
- Unexplained recurrent urinary tract infections and discharges or abdominal pain

### **Behavioural observations**

- Sexual knowledge inappropriate for age
- Sexualised behaviour or affection inappropriate for age
- Sexually provocative behaviour/promiscuity
- Hinting at sexual activity
- Inexplicable decline in school performance
- Depression or other sudden apparent changes in personality as becoming insecure or clinging
- Lack of concentration, restlessness, aimlessness
- Socially isolated or withdrawn
- Overly-compliant behaviour
- Acting out, aggressive behaviour
- Poor trust or fear concerning significant adults
- Regressive behaviour, Onset of wetting, by day or night; nightmares
- Onset of insecure, clinging behaviour
- Arriving early at school, leaving late, running away from home
- Suicide attempts, self-mutilation, self-disgust
- Suddenly drawing sexually explicit pictures
- Eating disorders or sudden loss of appetite or compulsive eating
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Become worried about clothing being removed
- Trying to be 'ultra-good' or perfect; overreacting to criticism.

**Useful Contacts**

Key Personnel	Name (s)	Telephone No.
DSL	Matthew Dampier	01489 877537
Deputy DSL	Sarah Jacobs	01489 877537
Nominated Governor / Chair of Governors	Keston Williams (CoG) Andrea Barbieri	01489 877537
Childrens Referral Team (CRT)		01329 225379
Out of Hours Social Care		0300 555 1373
Police		101 or in emergencies 999
Safeguarding Advisors / Local Authority Designated Officers (LADOs)	Barbara Piddington Eric Skates Mark Blackwell	HCC Safeguarding Unit 01962 876364
School Nurse	Winchester School Nurse	01962 831111
Children's Service Department District Manager	Children's Reception Team	01962 831111
Early Help Hub Manager	Mia Piper	01962 846224