



Child Protection and Safeguarding Policy

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Contents

Introduction	4
The Aims of this Policy	5
Three main elements of our child protection policy	5
Prevention.....	5
Protection	5
Support	5
Roles and Responsibilities.....	6
Training and Support	6
Responsibilities of the Teaching and Non-Teaching Staff in the School.....	7
Safer Recruitment.....	7
Records and Monitoring	8
Extended schools and Lettings –the use of school premises by other organisations.	8
Responsibilities of the Headteacher	8
Responsibilities of the Designated Safeguarding Lead	8
Working with Students Good Practice.....	9
Confidentiality.....	9
Supporting Staff	9
Allegations against Staff	10
Physical Intervention/Positive Handling.....	10
Bullying /Cyber Bullying.....	10
Racist Incidents	10
Sexual Exploitation/Substance Misuse	10
Pupils with medical needs	11
Looked After Children	11
Whistle-blowing.....	11
Female Genital Mutilation	11
Self Harming & Suicidal Behaviour	12
Sexually Active Children.....	12
Children under 13 years.....	12
Children 13 to 16 years.....	12
Peer-on-Peer Abuse.....	12
Sexting	12
Young Carers.....	13
Supporting Vulnerable Pupils.	13
Students with SEND	13

Guidance on Pupils Missing from Education	13
Preventing, identifying and supporting students at risk of extremism and radicalisation.....	14
Parental Involvement	15
Enfield Early Help Form Common Assessment Framework.	15
<i>Appendix 1 – Types of abuse and their symptoms</i>	16
Physical Abuse	16
Neglect.....	16
Emotional Abuse.....	16
Sexual Abuse.....	17
<i>Appendix 1 – Handling Disclosures of Abuse Reminder of shared objectives</i>	18
Appendix 3 - FLOW CHART for Referral.....	19
<i>Appendix 4 – Assessment of Risk (Sexually active children)</i>	20
<i>Appendix 5 –The Enfield Early Help Form has replaced the previously named Common Assessment Framework</i>	21
Appendix 6 – Internal Referral Form	22

This policy has been written and implemented in accordance with the School's dedication to its Christian values. These are underpinned in the Stopfordian ethos and the message and example of Jesus Christ.

Introduction

The staff and governors of the School are committed to ensuring that all pupils achieve the best outcomes in a safe environment. The governing board has sought the expertise of school staff in reviewing the policy.

This policy is based on Keeping Children Safe in Education 2016 and Working Together to Safeguard Children, September, 2015.

The policy is also informed by the following legislation:-

- Education Act 2001, Section 175
- The School Staffing (England Regulations 2009)
- The Children Act 1989 (and 2004 amendment)
- Section 5B (11) of the Female Genital Mutilation Act 2008, as inserted by Section 74 of the Serious Crime Act 2015.
- Statutory guidance on FGM
- The Rehabilitation of Offenders Act 1974
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006
- Statutory guidance on the Prevent Duty
- The London Child Protection Procedures, September 2016, adopted by Enfield Safeguarding Children Board (ESCB)

The Aims of this Policy

Incidents relating to safeguarding can happen anywhere and all members of the school community should be alerted to possible concerns being raised in school.

To provide clear direction to the entire school staff about procedures and expectations in relation to child protection and safeguarding. To make explicit the school's commitment to the development of good practice and sound procedures. This ensures that child protection concerns, referrals and monitoring are handled sensitively, professionally and in ways that support the child's needs.

This policy applies to all pupils, staff, governors, volunteers and visitors to the school.

Three main elements of our child protection policy

Prevention

Providing an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties.

Raising awareness of all staff, of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.

Ensuring that all adults within our school who have access to children have been rigorously checked as to their suitability using safe recruitment procedures

Protection

Through the establishment of a systematic means of monitoring children, known or thought to be at risk of harm.

Through the establishment of structured procedures within the school which will be followed by all members of the school community in cases of suspected abuse.

Through the development of effective working relationships with all other agencies, involved in safeguarding children.

Support

Ensuring that key concepts of Child Protection are integrated within the curriculum via PSHE and pupils are educated about risks associated with internet use and new technology.

Ensuring that children are listened to and their concerns taken seriously and acted upon

Roles and Responsibilities

Bishop Stopford's School has 15 Designated Child Protection Officers:-

Jonathan Seabrook	Senior Assistant Head Teacher – Designated Safeguarding Lead (DSL)
Shereka James	Deputy Head Teacher – Deputy DSL
Tammy Day	Head Teacher - Trained Child Protection Officer
Ella Moynihan	Assistant Head Teacher – Trained Child Protection Officer
Michelle Effah-Damoah	Assistant Head Teacher – Trained Child Protection Officer
Peter Smyth	Head of Year 7 – Trained Child Protection Officer
Maria Pavlou	Head of Year 9 – Trained Child Protection Officer
Tracy Dorrington	Head of Year 10 – Trained Child Protection Officer
Robert Smith	Head of Year 12 & 13 – Trained Child Protection Officer
Emma Lee-Ince	Head of PE Department – Trained Child Protection Officer
Carol hart	SENCO – Trained Child Protection Officer
Pinar Erol	Head of ICT & Business Department – Trained Child Protection Officer
Eva Budweg	EAL Teacher – Trained Child Protection Officer
Abdul Basith	Business and ICT Teacher – Trained Child Protection Officer

The Governing Body will take seriously its statutory responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

Safeguarding also encompasses issues such as pupil health and safety, bullying and a range of other issues, e.g. arrangements to meet the medical needs of children with medical conditions, providing first aid, school security, drugs and substance misuse.

Where there are statutory requirements, the school will have in place policies and procedures that satisfy and comply with any guidance issued by the secretary of state. (DfES 'Safeguarding Children & Safer Recruitment, Jan. 2007)

The Governing Body is responsible for reviewing this policy on an annual basis and ensuring that practice is in line with the policy.

Training and Support

The Governing body will ensure that:

- The Designated Safeguarding Lead is a member of the Senior Leadership Team and has undertaken training to give him/her the knowledge and skills necessary to carry out the role.
- There is a nominated and trained governor for safeguarding.
- A senior member of staff will act in the Designated Safeguarding Lead's absence, who has also received appropriate training.
- Other Designated staff are appropriately trained.

All members of staff will receive appropriate training to develop their:

- Understanding of signs and indicators of abuse, (appendix 1)
- Understanding of how to respond to a pupil who discloses abuse, (appendix 2).
- Understanding of the procedures to be followed in sharing a concern of possible abuse or a disclosure of abuse, (appendix 3).
- Understanding the signs of FGM (Female Genital Mutilation)
- All staff receive training at least annually.
- Designates refresh training every two years in accordance with the London Borough of Enfield's guidelines.

New staff, supply staff and volunteers will be advised of the school's child protection arrangements and contact details of the Designated Safeguarding Lead, Deputy and other Designates, as part of their induction into the school.

All staff will receive an induction to safer working practice and agree to a code of conduct.

Responsibilities of the Teaching and Non-Teaching Staff in the School

Undertake basic child protection training annually. Full training is received once every three years.

Confirm that they have read and understand Part 1 of Keeping Children Safe in Education.

Be alert to signs of abuse and report immediately to the Designated Teacher.

Comply with the school policies and procedures on behaviour management and the staff code of conduct.

Safer Recruitment

Preventing unsuitable people from working with children and young people is essential to keeping children safe. Rigorous selection and recruitment of staff and volunteers is a key responsibility of the head teacher and the governing body.

The head teacher and a nominated governor will undertake appropriate training, either on-line training, through the LDBS (dioceses) or through the London Borough of Enfield. Other senior members of staff may also undertake training.

The head teacher and governing body must act reasonably in making decisions about the suitability of the prospective employee based on checks and evidence including criminal record checks through the Disclosure and Barring Service (DBS), barred list checks and prohibition checks, together with references and interview information. The level of DBS certificate required, and whether a prohibition check is required, will depend on the role and duties of an applicant to work in a school or college, as outlined in this guidance.

For **all** appointments, an enhanced DBS certificate, which includes barred list information, will be required as the majority of staff will be engaging in regulated activity. In summary, a person will be considered to be engaging in regulated activity if, as a result of their work, they:

- will be responsible, on a regular basis in a school or college, for teaching, training instructing, caring for or supervising children; or
- will carry out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- engage in intimate or personal care or overnight activity, even if this happens only once.

For all other staff who have an opportunity for regular contact with children who are not engaging in regulated activity, an enhanced DBS certificate, which does not include a barred list check, will be appropriate. This would include contractors who would have the opportunity for contact with children and who work under a temporary or occasional contract.

A single central record of checks will be maintained and reviewed regularly by the Governing body. Enhanced DBS checks will be carried out for Volunteers and Governors.

Safer Recruitment Officers at Bishop Stopford's School are as follows:

Tammy Day	Head Teacher
Ella Moynihan	Deputy Head Teacher
Shereka James	Deputy Head Teacher
Jonathan Seabrook	Senior Assistant Head Teacher
Mark McLaughlin	Senior Assistant Head Teacher
Elaine Neacy	PA to Head Teacher
Michelle Effah-Damoah	Assistant Head Teacher
Michelle Bristow	Examinations Officer
Jacqui Powell	Parent Governor
Revd Ian Gallagher	Governor

Records and Monitoring

Our school is clear about the need to record any concern held about a child/ren within our school. Child protection records will be kept separate from the main pupil records and in a locked cabinet. The records will only be shared on a need to know basis.

Extended schools and Lettings –the use of school premises by other organisations.

Where services or activities are provided separately by another body using the school premises, the Governing Body will seek written assurance that the body concerned follows safer recruitment procedures and has appropriate policies and procedures in place in regard to safeguarding children.

Responsibilities of the Headteacher

The Head teacher will:

Ensure that the safeguarding policies and procedures are fully implemented and followed by all staff.

Ensure that resources are allocated to enable the designated person and other staff to attend strategy discussion, inter-agency meetings, contribute to assessments etc.

Ensure that appropriate members of staff have received training on the use of the **Enfield Early Help Form** in order to identify children with additional needs to receive appropriate support at an early stage.

Be responsible for receiving allegations against staff and volunteers. The head teacher will consult the Local Authority's Designated Officer, (LADO) to ensure that the matter is dealt with in an objective and transparent manner.

Responsibilities of the Designated Safeguarding Lead

All staff members should be aware of systems within Bishop Stopford's school which support safeguarding which are explained during staff induction. This includes:

- the child protection and safeguarding policy
- the staff code of conduct
- the role of the designated safeguarding lead.

Copies of policies and of Part one of Keeping Children Safe in Education are provided to staff at induction. All staff are required provide receipt in the form of an email or signed declaration that they have read Part one of Keeping Children Safe in Education to the head's PA by email

All staff members receive appropriate safeguarding and child protection training which is regularly updated. In addition all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

All staff should be aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989 that may follow a referral, along with the role they might be expected to play in such assessments.

If a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately. In exceptional circumstances anyone can make a referral. Where referrals are not made by the designated safeguarding lead, the designated safeguarding lead should be informed as soon as possible that a referral has been made. Reporting child abuse to your local council directs staff to their local children's social care contact number.

Working with Students Good Practice

All colleagues need to be very aware of their behaviour, words and body language when working with or having a conversation with a student in a 1:1 environment. It is very important that colleagues do not place themselves in a situation which could make them and/or a student vulnerable and which could lead to misunderstanding or allegations of inappropriate behaviour.

If a colleague is with a student in a 1:1 situation in an office or classroom there should not be a blind or any other item covering the window area fully which prevents visibility.

To 'quality assure' the impact of our Child Protection training we take the opportunity of using INSET days and other staff forums to revisit aspects of Child Protection.

Confidentiality

We recognise that all matters relating to child protection are sensitive.

The Designated Safeguarding Lead will disclose personal information about a pupil to other members of staff on a need to know basis only.

All staff must be aware that they cannot promise a child to keep confidential information which might compromise the child's safety or well-being or that of another pupil.

The school will always undertake to share an intention to refer a child to Children's Social Care with parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation

Supporting Staff

We recognise that staff working in the school who have become involved with a child who has suffered or is likely to suffer harm may find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties with the Designated Senior Person and to seek further support. This could be provided for all staff by, for example, the Head teacher, by Occupational Health, and/or a teacher/trade union representative as appropriate.

Allegations against Staff

All school staff should take care not to place themselves in a vulnerable position with a child.

All staff should be made aware of the school's behaviour/discipline policy and the staff code of conduct, with reference to professional boundaries.

We understand that a pupil may make an allegation against a member of staff.

Safeguarding concerns about adults in the school should be made directly to the Headteacher who will inform the Designated Safeguarding Lead. If such an allegation is made, the member of staff receiving the allegation will immediately inform the head teacher or the most senior teacher if the head teacher is not present.

The Designated Safeguarding Lead will discuss the content of the allegation with the Local Authority designated officer (LADO) before the matter is discussed with the member of staff concerned.

If an allegation made concerns the behaviour of the Head teacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult the LADO without notifying the head teacher. Contact can be made directly with the local authority officer if the chair of governors is unavailable.

Allegations against other children

Child protection concerns involving a student against another student should be reported following the same procedures as for all other child protection issues. School policy and practice relating to bullying may apply, however, there could be a situation where a student's behaviour requires a response under child protection, rather than anti-bullying procedures.

The management of children and young people with sexually harmful behaviour is complex and the Designated Safeguarding Lead will work with other relevant agencies to maintain the safety of all students.

Students who display such behaviour may be victims of abuse themselves and child protection procedure will be followed for both victim and perpetrator.

Physical Intervention/Positive Handling

The School has adopted the Local Authority's Policy, "Use of Reasonable Force and Physical Restraint" as part of our Behaviour Policy. It complies with DfE.

Such events should be recorded and signed by a witness. Physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

Bullying /Cyber Bullying

(Refer to school's anti-bullying policy document). Our procedures on the prevention and management of bullying are set out in a separate policy.

Our anti-bullying policy also deals with bullying through the use of communication technology. This document should be read in conjunction with the School's E-Safety Policy.

Racist Incidents

Our procedure on dealing with racist incidents are set out in the School's "Equality Scheme" which acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

Sexual Exploitation/Substance Misuse

Pupils who are identified to be at risk will be referred to Children's Social Care within LSCB child protection procedures.

Pupils with medical needs

Procedures for dealing with pupils' medical needs is set out in a separate policy and has regard to 'Supporting Pupils with Medical Needs', DfE December 2015 and the School's Health and Safety Policy.

Looked After Children

The head teacher will ensure that a member of staff is appointed as a Designated Teacher for LAC.

The education staff will contribute to the 'in care reviews' and/or case conferences of children who are subject of a child protection plan and to the Personal Education Plan. The designated person for looked after children in the school is: Mrs Effah-Damoah, Assistant Headteacher, Personal Development, Behaviour and Welfare.

Children Looked After can be additionally vulnerable in terms of child protection and their welfare. Our school Inclusion Manager and Achievement Leaders place the needs of these students highly and ensure an ongoing awareness and approach to communication and support within school and with related external agencies.

Whistle-blowing

All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. If necessary, they should speak to the headteacher or the chair of governors. Our Procedure for whistle-blowing is set out in a separate policy which follows Local Authority guidelines.

Female Genital Mutilation

Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Any teacher who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

The duty above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the Designated Safeguarding Lead L and follow local safeguarding procedures.

Any member of staff who suspects a pupil is at risk of FGM or discovers that a **pupil age 18 or over** appears to have been a victim of FGM, must speak to the DSL and follow local safeguarding procedures.

The school keeps itself up-to-date with the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation. Staff are supported to recognise warning signs and indicators in relation to specific issues, including such issues in an age-appropriate way in their curriculum. The school works with and engages our families and communities to talk about such issues. Staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.

Our policy through the school's values, ethos and behaviour policies provide the basic platform to ensure children are given the support to respect themselves and others, stand up for themselves and protect each other.

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Self Harming & Suicidal Behaviour

Self-harm and suicide threats and gestures by a child put the child at risk of significant harm, and should always be taken seriously. They may also be indicative of psychological or emotional disturbance triggered by physical, sexual and / or emotional abuse or chronic neglect which may also constitute significant harm.

Sexually Active Children Children under 13 years

Under the Sexual Offences Act 2003, children under the age of 13 are considered to be of insufficient age to give consent to sexual activity. Penetrative sex with a child under 13 is classed as rape. Where a member of staff is concerned that a child is involved with penetrative sex or other intimate sexual activity, there will be reasonable cause to suspect that a child, whether girl or boy, is suffering or is likely to suffer significant harm. The safeguarding designated person will refer the child to LA children's social care.

Children 13 to 16 years

Sexual activity with a child under 16 is also an offence. In every case of sexual activity involving a child aged 13 to 15, professionals should consider, with the school's safeguarding designated person, whether they should initiate a discussion with other agencies about the risk of harm to the child and whether a referral should be made to LA children's social care. (Refer to appendix 4 for an assessment of risk).

If there are concerns that a Child/young person is at risk of being groomed for sexual exploitation, the case should be referred to Senior Designated Child Protection officer.

Peer-on-Peer Abuse

Peer-on-peer abuse may present itself in different forms including:-

- Sexting
- Cyber bullying
- Gender based violence
- Sexual assaults
- Bullying

The School will minimise the likelihood of peer-on-peer abuse through the ethos and curriculum opportunities afforded to pupils to enable them to feel safe and adopt safe practices including online, through teaching and learning opportunities as part of a broad and balanced curriculum.

Sexting

All incidents involving youth produced sexual imagery should be responded to in line with the school's safeguarding and child protection policy:-

- The incident should be referred to the DSL as soon as possible.
- The DSL should hold an initial review meeting with appropriate school staff.
- There should be subsequent interviews with the young people involved (if appropriate).
- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.
- At any point in the process if there is a concern, a young person has been harmed or is at risk of harm, a referral should be made to the Children's Social Care/or Police immediately.

Young Carers

In many families, children contribute to family care and well-being as a part of normal family life. A young carer is a child who is responsible for caring on a regular basis for a relative (a parent, grandparent, and sibling).

Many young carers may experience:

- Social isolation;
- A low level of school attendance;
- Some educational difficulties;
- Impaired development of their identity and potential;
- Low self-esteem;
- Emotional and physical neglect;
- Conflict between loyalty to their family and their wish to have their own needs met.

Where a young carer is identified, the child's needs will be considered, using the Common Assessment Framework.

Supporting Vulnerable Pupils.

We recognise that children who are abused or who witness violence may find it difficult to develop a sense of self-worth or view the world as a positive place. We will try to ensure that this school provides a stable and secure place for all pupils through the development of policies and procedures that encourage self-esteem and self-motivation, good behaviour.

Students with SEND

Staff are aware that there are sometimes additional barriers that exist when recognising the abuse of pupils with SEND. Staff work closely with the SENCO to minimise this vulnerability.

Guidance on Pupils Missing from Education

Where pupils are missing from school parents or carers are immediately contacted (morning of the first day of absence). If no satisfactory response is forthcoming, the absence is reported to the school's Safer Schools Officer and Targeted Youth Worker. This is also the case where pupils are missing during the school day.

All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without school permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.

Where a parent notifies a school that a pupil will live at another address, all schools are required to record in the admission register:

- the full name of the parent with whom the pupil will live;
- the new address; and
- the date from when it is expected the pupil will live at this address.

Where a parent of a pupil notifies the school that the pupil is registered at another school or will be attending a different school in future, schools must record in the admission register:

- the name of the new school; and
- the date on which the pupil first attended or is due to start attending that school.

The Designated Teacher and/or Deputy Designated Teacher is also informed of these types of absence so that effective monitoring and action may be put in place.

All staff should also note that In exceptional circumstances, such as in emergency or a genuine concern that

appropriate action has not been taken, staff members can speak directly to children's social care for the relevant borough.

Preventing, identifying and supporting students at risk of extremism and radicalisation

All schools, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. The 'Prevent Duty' document (Dfe) and the 'Channel Duty Guidance' should be read in conjunction with this policy.

Protecting children from the risk of radicalisation is part of the schools' wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

The school will ensure that:

- It builds pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremists views through PSHE and the wider curriculum
- It provides a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.
- It assesses the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. The school will demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. School staff should use their professional judgement in identifying children who might be at risk of radicalisation. **If a member of staff believes that a child is at risk of radicalisation it should be reported to the Lead Designated Safeguarding Lead for action.**

Parental Involvement

It is important that parents/carers understand the school responsibility to:

It is important that parents/carers understand the school's responsibility to safeguard and promote the welfare of children. Share information and work in partnership with other agencies when there are concerns about a child's welfare.

In general staff will seek to discuss any concerns about a child's welfare with the family and, where possible, seek their agreement to making referral to children's social care. However this should only be done where it will not place a child at increased risk of significant harm.

Enfield Early Help Form Common Assessment Framework.

Where there are low level concerns about a child's welfare the Enfield Early Help process aims to help the early identification of children's additional needs and promote co-ordinated service provision to meet them. This form can be obtained from the Headteacher's PA or Designated Child Safeguarding Lead.

The school will ensure that specific staff are trained to use the tool in order to identify these children and help them before things reach crisis point.

Appendix 1 – Types of abuse and their symptoms

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 fabricates the symptoms of, or deliberately induces, illness in a child.

Physical Abuse – Indicators

Physical Abuse – Indicators	
Physical Indicators	Behavioural Indicators
<ul style="list-style-type: none"> • Unexplained injuries – bruises/abrasions/lacerations. • The account of the accident may be vague or may vary from one telling to another. • Unexplained burns. • Regular occurrence of unexplained injuries. <p>Most accidental injuries occur on parts of the body where the skin passes over a bony protrusion.</p>	<ul style="list-style-type: none"> • Withdrawn or aggressive behavioural extremes. • Uncomfortable with physical contact. • Seems afraid to go home. • Complains of soreness or moves uncomfortably. • Wears clothing inappropriate for the weather, in order to cover body. • The interaction between the child and its carer.

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 involve a parent failing to:

- Provide adequate food, clothing and shelter
- 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. Neglect – Indicators

Neglect - Indicators	
Physical Indicators	Behavioural Indicators
<ul style="list-style-type: none"> • Unattended medical need. • Underweight or obesity. • Recurrent infection. • Unkempt dirty appearance. • Smelly. • Inadequate/unwashed clothes. • Consistent lack of supervision. • Consistent hunger. • Inappropriately dressed. 	<ul style="list-style-type: none"> • Poor social relationships. • Indiscriminate friendliness. • Poor concentration. • Lower self-esteem. • Regularly displays fatigue or lethargic. • Frequently falls asleep in class. • Frequent unexplained absences.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent effects on the child's emotional development, and may involve:

- Conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person;
- Imposing age or developmentally inappropriate expectations on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction;
- Seeing or hearing the ill-treatment of another;

- Serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children;
- Exploiting and corrupting children.

Emotional Abuse - Indicators	
Physical Indicators	Behavioural Indicators
<ul style="list-style-type: none"> • Poor attachment relationship. • Unresponsive/negative behaviour towards the child's emotional needs. • Persistent negative comments about the child. • Inappropriate or inconsistent expectations. • Self harm. 	<ul style="list-style-type: none"> • Low self-esteem. • Unhappiness, anxiety • Withdrawn, insecure. • Attention seeking. • Passive or aggressive behavioural extremes.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts.

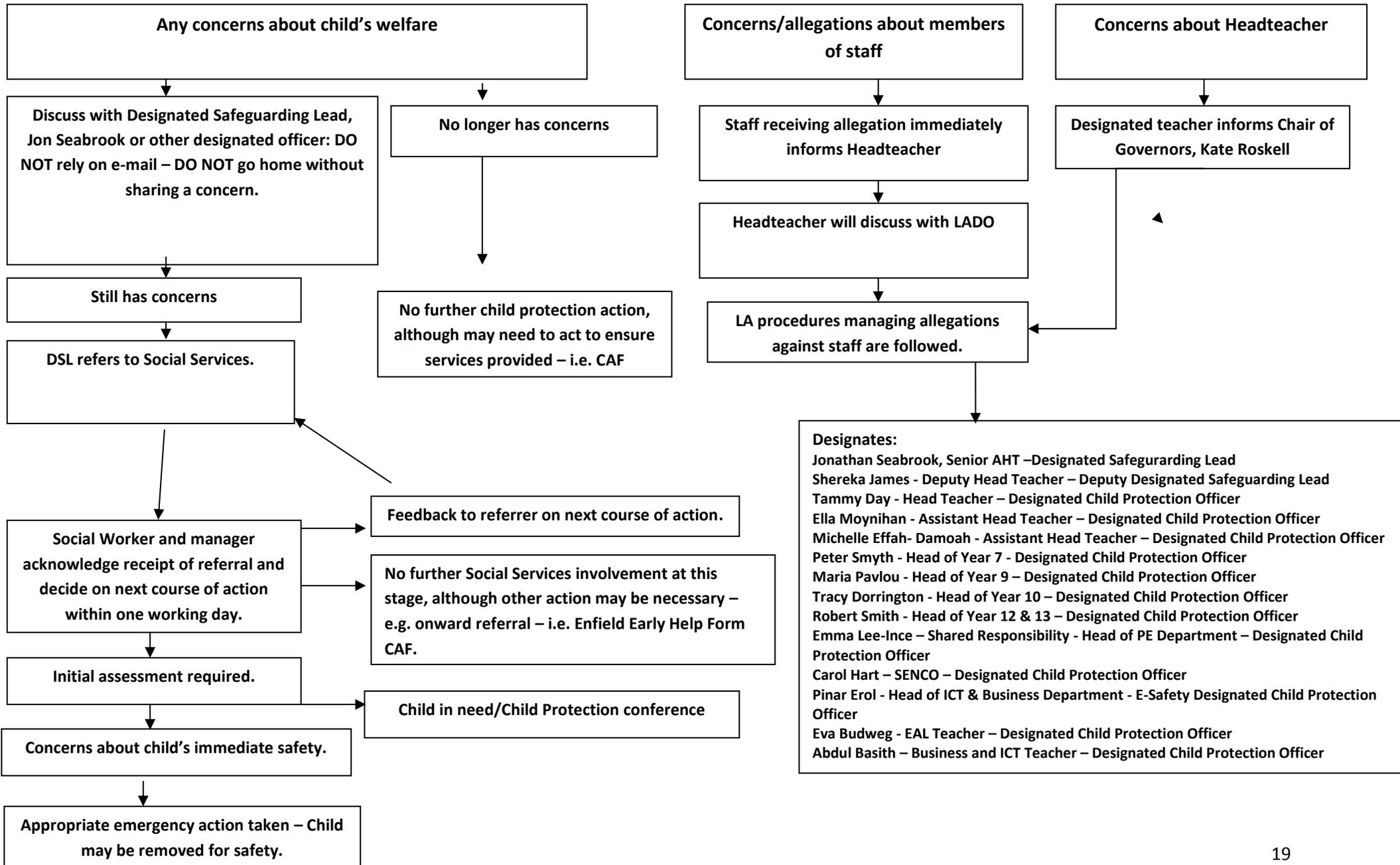
Sexual abuse includes non-contact activities, such as involving children in looking at, or in the production of pornographic materials, watching sexual activities or encouraging children to behave in sexually inappropriate ways. Sexual Abuse – Indicators.

Sexual Abuse - Indicators	
Physical Indicators	Behavioural Indicators
<ul style="list-style-type: none"> • Sign of blood/discharge on the child's underclothing. • Awkwardness in walking/sitting. • Pain or itching – genital area. • Bruising, scratching, bites on the inner thighs/external genitalia. • Self harm. • Eating disorders. • Enuresis/encopresis. • Sudden weight loss or gain. 	<ul style="list-style-type: none"> • Sexually proactive behaviour or knowledge that is incompatible with the child's age and understanding. • Drawings and or written work that is sexually explicit. • Self harm/suicide attempts. • Running away. • Substance abuse. • Significant devaluing of self. • Loss of concentration.

Appendix 1 – Handling Disclosures of Abuse Reminder of shared objectives

- All staff share the objective of keeping children and young people safe:
 - by seeking to provide a safe environment that is conducive to learning; and
 - by identifying children and young people who are suffering or likely to suffer significant harm; and take appropriate action to make sure that they are safe both at home and at school.
- Make it clear from the start that you are unable to maintain confidentiality about the things the child tells you and that you have no choice but to pass on any information that causes concern
- Reassure
- Find a quiet place to talk where you will not be interrupted
- Listen but do not pressurise
- Ascertain the facts – who? what? where? when? how? Do not ask leading questions. Such questions may invalidate your evidence (and the child's) in any later prosecution in court. Instead ask open questions like “Anything else to tell me?” or “and”
- Be objective in your recording; state facts, write down exactly what was said to you and anything you may have observed. Distinguish clearly between fact and opinion and refrain from using your own interpretation and assumptions
- Draw a diagram to indicate the position of any marks/bruising if applicable
- Let the child know you are pleased to have been told
- Tell the child you believe them
- Tell the child you will have to involve others to ensure the child's safety in the future. Tell the child who needs to be involved and why
- Offer on-going support and that you will do your best to protect the child
- Follow the school's internal policy regarding communication in relation to Child Protection and promptly complete and pass on the school's CP concern form to the appropriate officer
- Having dealt with suspected Child Protection concerns which can be distressing, it is often helpful to talk to a colleague such as a Child Protection designated teacher about your feelings.

Appendix 3 - FLOW CHART for Referral



The 'Keeping Children Safe in Education' Department for Education July 2015 says: 'All staff may raise concerns directly with Children's Social Care Services'. This is a statement which reinforces that we all have a collective responsibility for the welfare of students and one which we should not ignore.

We have a clearly Designated Child Protection Team and guidance for all staff in this policy and other related documents which we believe provides a systematic whole school approach to Child Protection Practice with communication and a joined up approach which supports our students.

Appendix 4 – Assessment of Risk (Sexually active children)

In order to determine whether a relationship presents a risk of harm to a child, the following indicators should be considered:

- Whether the child is competent to understand, and consent to, the sexual activity they are involved in (children under 13 are not legally capable of consenting to sexual activity);
- What the child/ren in the relationship's living circumstances are, whether they are attending school, whether they or their siblings are receiving services from LA children's social care or another social care agency etc;
- The nature of the relationship between those involved, particularly if there are age or power imbalances;
- Whether overt aggression, coercion or bribery was or is involved, including misuse of alcohol or other substances as a disinhibitor;
- Whether the child's own behaviour (e.g. through misuse of alcohol or other substances) places them in a position where they are unable to make an informed choice about the activity;
- Any attempts to secure secrecy by the sexual partner beyond what would be considered usual in a teenage relationship;
- Whether methods used to secure a child's compliance, trust and / or secrecy by the sexual partner are consistent with grooming for sexual exploitation. Grooming is likely to involve efforts by a sexual predator (usually older than the child) to befriend a child by indulging or coercing them with gifts / treats (i.e. money or drugs), developing a trusting relationship with the child's family, developing a relationship with the child through the internet etc in order to abuse the child;
- Whether the child denies, minimises or accepts the concerns held by professionals.
- Refer to the school policy 'Guidance for managing sexual incidents in school'.

Appendix 5 –The Enfield Early Help Form has replaced the previously named Common Assessment Framework

The Enfield Early Help Form Common Assessment Framework can only be completed with the consent and involvement of the parent/carer (or child /young person where appropriate) unless you believe that this may jeopardise the welfare of the young person.

This form can be obtained from the Headteacher’s PA, Elaine Neacy or Designated Lead Child Protection Officer Mr John Seabrook.

It provides a standard method of assessment used across all children’s services. It facilitates **early identification of needs**, leading to co-ordinated provision of services, involving a lead professional where appropriate, and sharing information to avoid the duplication of assessments.

NB. Child protection concerns should be referred without delay to Children’s Social Care duty team using the locally agreed child protection procedures.

If an Early Help Form has previously been completed it will be helpful to pass on the information already gathered, but do not wait to complete an Early Help Form.

The common assessment is designed for when:

- There are concerns about how well a child is progressing in terms of their health, welfare, behaviour, progress in learning or any other aspect of their well-being;
- There is signed consent from a parent/carer;
- The child’s needs are unclear or broader than a single service can address.

An Early Help Form should be completed when a professional in any agency (all health, childcare, early years settings, schools, education, Connexions, adult social care, crime reduction and the voluntary sector) has concerns that a child will not progress towards the five *Every Child Matters* priority outcomes (being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic well-being), without additional services.

Completing an Early Help Form should:

- Enable the professional to identify the child’s needs;
- Provide a structure for systematic gathering and recording of information;
- Record evidence of concerns and a base-line for measuring progress in addressing them;
- Provide an evidence base for a decision to refer to another agency if necessary, or to children’s social care for an initial or core assessment or to another service for a specialist assessment.

Appendix 6 – Internal Referral Form

Use this form to record any concern about a student’s welfare and give it to a designated person for child protection.

Details of Child

Name of Child:		Class:
Age:	Date of Birth:	Gender:

Details

Your Name:
Your Position:
Date and time of incident (if applicable)
Are you reporting your own concerns or responding to concerns raised by someone else? (delete as appropriate) <ol style="list-style-type: none">1. Reporting own concerns2. Responding to concerns raised by someone else?
If you are responding to concerns raised by someone else, please provide their name and position within the organisation.

Please provide details of the incident or concerns you have, including times, dates, description of any injuries, whether information in first hand or the account of others, including any other relevant details.

The child's account/perspective:
Please provide details of anyone alleged to have caused the incident or to be the source of any concerns:
Provide details of anyone who witnessed the incident or who shares the concerns:

Have you spoken to the child's parents/carers? If so, please provide details of what was said. If not, please state the reason for this:
Are you aware of any previous incidents or concerns relating to this child and of any current risk management plan/support plan? If so, please give details:
Has the student been discussed with the named person for safeguarding? If so, who?

Name:	Position:
Date:	Signed:

This section is to be completed with follow up information, whereby the referral has been investigated by a Designated Safeguarding and CP Officer in the School; if the person making the referral is not a Designate:

Name of Designate:

Outcome of follow up:

Name:	Position:
Date:	Signed: