



West Row Community Primary School

Child Protection Safeguarding Policy

This policy will be reviewed in full by the Governing Body on an annual basis.

This policy was reviewed and updated in *September 2017*.

Next review date: *September 2018*

Safeguarding is the responsibility of **everyone**. This Child Protection policy forms part of an overall Safeguarding strategy that includes a culture of listening to children, safe recruitment practice, appropriate supervision and support for staff, mandatory induction and regular training for all staff colleagues.

Purpose of our Safeguarding Policy

To inform staff, trainee teachers, visitors, parents, volunteers and governors about the school's responsibilities with regard to Child Protection. This policy must be read as part of the induction process for all staff / trainees / volunteers. This policy will be displayed in the school and will also be published on our website.

To inform all colleagues of our policy for dealing with allegations against staff / trainees /volunteers.

Safeguarding is Everyone's Responsibility

Teachers and other school staff are particularly well placed to observe outward signs of abuse, changes in behaviour and failure to develop because they have daily contact with the children.

We recognise the important role the school has in the early recognition of the signs and symptoms of abuse or neglect and will access the appropriate referral process immediately.

Ethos of The School

The school aims to develop an ethos in which children feel secure, their viewpoints are valued, and they are encouraged to talk and are listened to. **We act in the best interests of the child at all times.**

It also aims to establish and maintain an environment where school staff and volunteers feel safe, are encouraged to talk and are listened to when they have concerns about the safety and wellbeing of a child.

STATUTORY FRAMEWORK

'Keeping children safe in education: statutory guidance for schools and colleges' (2016) DfE requires all schools to follow the procedures for protecting children from abuse which are established by the Local Safeguarding Children Board (LSCB)

Schools must ensure that they have appropriate procedures in place for responding to situations in which they believe that a child has been abused or is at risk of abuse – these procedures should also cover circumstances in which a member of staff is accused of, or suspected of, abuse.

This document should be read alongside:

- Working Together to Safeguard Children
- What to do if you are worried a child is being abused – advice for practitioners
- Suffolk Safeguarding Children Board Inter-agency Child Protection and Safeguarding Children Procedures – Electronic.
- The Children Act 1989
- The Children Act 2004
- Education Act 2002 (section 175)
- The Education (Pupil Information) (England) Regulations 2005

Working Together to Safeguard Children requires all schools to follow the procedures for protecting children from abuse which are established by the Suffolk Safeguarding Children Board. In addition to this:

Keeping Children Safe in Education (DfE, September 2016) places the following responsibilities on all schools:

- Schools should be aware of and follow the procedures established by the Suffolk Safeguarding Children Board.
- All Staff should be alert to signs of abuse and know to whom they should report any concerns or suspicions.
- School should have procedures (of which all staff are aware) for handling suspected cases of abuse of pupils, including procedures to be followed if a member of staff is accused of abuse, or suspected abuse.
- A Designated Safeguarding Lead should have responsibility for co-ordinating action within the school and liaising with other agencies.
- Staff with the designating safeguarding lead should undergo updated child protection training every two years.

Keeping Children Safe in Education (DfE, September 2016)

'Governing bodies and proprietors (in Part two unless otherwise stated this includes management committees) must ensure that they comply with their duties under legislation. They must have regard to this guidance to ensure that the policies, procedures and training in their schools or colleges are effective and comply with the law at all times.'

THE DESIGNATED SAFEGUARDING LEAD

'Governing bodies and proprietors should appoint an appropriate senior member of staff from the school or college leadership team to the role of designated safeguarding lead. The designated safeguarding lead should take responsibility for safeguarding and child protection. This should be explicit in the role-holder's job description.'

Our Designated Safeguarding Lead and Designated Teacher for Child Protection is:

Mrs Karys Matthams (head-teacher)

The Deputy Safeguarding Lead and Designated Teacher for Child Protection is:

Mrs Louise Scott (Acting Deputy Head-Teacher)

Alternate Designated Safeguarding Leads:

Mr James Garrett (Upper KS2 Phase Leader)

Miss Amelia Back (Lower KS2 Phase Leader)

Our Family Support Worker has completed SDL training but is not in the role of Designated Safeguarding Lead.

The broad areas of responsibility and requirements for the designated lead include:

- Attend Designated Safeguarding Child Protection training (to be updated every two years)
- ensure that Suffolk LSCB procedures are followed in the school
- ensure that all staff, trainees and volunteers are aware of these procedures
- ensure that appropriate training and support is provided to all staff on a three year rolling programme
- develop effective working relationships with other agencies and services decide whether to take further action about specific concerns (e.g. refer to multi agency teams, Social Services or Police)
- liaise with Social Services teams over suspected cases of child abuse
- ensure that accurate records relating to individual children are kept in a secure place and marked 'Strictly Confidential'
- submit reports to, and attend Child Protection Conferences
- ensure that the school effectively monitors children who have been identified as 'at risk'
- provide guidance to parents, children and staff about obtaining suitable support.
- if the designated teacher for child protection is not also the designated teacher to promote the educational achievement of children who are looked after, close liaison between these staff colleagues should be ensured.

The nominated Governor for Safeguarding is Dave Greenwood; The second is Kenneth Clarke.

SCHOOL PROCEDURES

- If any member of staff is concerned about a child he or she must inform the Designated Safeguarding Lead or alternate.
- Information regarding the concerns must be recorded in writing by the member of staff on the same day. The recording must be a clear, precise, factual account of the observations.
- All Child Protection records will be stored in the Headteacher's office in a locked filing cabinet.
- The Designated Safeguarding Lead will decide whether the concerns should be referred to the Social Services department. If it is decided to make a referral to Social Services this will be done without prior discussion with the parents.
- If a referral is made to Social Services, the Designated Safeguarding Lead will ensure that a written report of the concerns is sent to the social worker dealing with the case within 24 hours.
- Particular attention will be paid to the attendance and development of any child who has been identified as 'at risk' or who has been placed on the Child Protection Register
- If a pupil who is known to be on the Child Protection Register changes school, the Designated Safeguarding Lead will inform the social worker responsible for the case and transfer the appropriate records to the receiving school
- If the allegation raised by the staff member are against other children the school should follow procedures set out by Suffolk Safeguarding Children Board.
- It is noted that all staff are entitled to make a referral to MASH should they feel the need to, but should then inform the Designated Lead For Safeguarding of this. This is most likely to happen should the SDL's be unavailable.

RECRUITMENT, SELECTION AND PRE-EMPLOYMENT VETTING

At all times the school will adhere to the process outlined in 'Keeping children safe in education' (2016) DfE

- The school has a duty to act reasonably in making decisions about the suitability of prospective employees based on checks and evidence including: criminal record checks (DBS checks), barred list checks and prohibition checks together with references and interview information
- When advertising posts the school must make it clear that safeguarding of children is a priority.
- All interview panels must include the headteacher and at least one other member that has also undertaken training about safe recruitment.
- All staff employed by the school must complete an enhanced DBS check with barred list information, as they will be engaging in regulated activity.
- In addition to DBS checks, anyone who is appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching.
- Under no circumstances will any individual who the schools knows or has reason to believe has been barred, be allowed to carry out any form of regulated activity at the school.

- Supervised volunteers who regularly teach or look after children are not considered to be in regulated activity. They are not legally required to have an enhanced DBS check. However, it is the policy of our school that these checks will be carried out.
- The school office team will be responsible for maintaining a single central record (register) which will be continually updated. To comply with the requirements of the Data Protection Act, copies of DBS certificates may be kept in the school office for a maximum of six months. The register will cover the following people:
 - All staff (including supply staff) who work at the school
 - All others who work in regular contact with children in the school. This includes volunteers.
 - All members of the proprietor body
- We will ensure that arrangements are in place with contractors to make sure that the contractor, or any employee of the contractor working at the school has been subject to the appropriate level of DBS check, if any such check is required due to the contractor carrying out teaching or providing some type of care or supervision of children regularly. Contractors and contractors' employees for whom an appropriate DBS check has not been undertaken should be supervised if they will have contact with children.
- The school office will always check the identity of contractors and their staff on arrival at the school.
- We anticipate welcoming a large number of visitors to our school. We will use our professional judgement about the need to escort or supervise visitors.

Pre-employment Checks

Any offer of appointment to a successful candidate, including one who has lived or worked abroad, must be conditional upon satisfactory completion of pre-employment checks.

- We will verify a candidate's identity from current photographic ID and proof of address
- Obtain a certificate for an enhanced DBS check with barred list information for any staff engaging in regulated activity
- Obtain a separate barred list check if an individual will start work before the DBS certificate is available
- Check that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, using the Employer Access Online service <https://www.gov.uk/teacher-status-checks-information-for-employers>
- Obtain a certificate for an enhanced DBS check for all staff not engaging in regulated activity
- We will verify the candidate's mental and physical fitness to carry out their work responsibilities and will carry out a pre-employment health screening via a medical form submitted to the Local Authority.
- We will verify the person's right to work in the UK. Further advice will be taken from the GOV.UK website.
- We will verify professional qualifications

WHEN TO BE CONCERNED

All staff and volunteers should be aware that the main categories of abuse are:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

All staff and volunteers should be concerned about a child if he/she presents with indicators of possible significant harm – see appendix 1 for details.

Generally, in an abusive relationship the child may:

- Appear frightened of the parent/s or other household members e.g. siblings or others outside of the home.
- Act in a way that is inappropriate to his/her age and development (full account needs to be taken of different patterns and development and different ethnic groups).
- Display insufficient sense of boundaries and lacks stranger awareness.
- Appear wary of adults and display 'frozen watchfulness'.

DEALING WITH A DISCLOSURE

If a pupil discloses that he or she has been abused in some way, the member of staff should:

- listen to what is being said without displaying shock or disbelief
- accept what is being said
- allow the child to talk freely
- reassure the child but not make promises which it might not be possible to keep
- not promise confidentiality – it might be necessary to refer to Social Services
- reassure him or her that what has happened is not his or her fault
- stress that it was the right thing to tell
- listen, rather than ask direct questions
- ask open questions rather than leading questions
- not criticise the alleged perpetrator
- Explain what has to be done next and who has to be told.

RECORD KEEPING

When a pupil has made a disclosure the member of staff should:

- make brief notes as soon as possible after the conversation
- not destroy the original notes in case they are needed by a court
- record the date, time, place and any noticeable non-verbal behaviour and the words used by the child
- draw a diagram to indicate the position of any bruising or other injury
- record statements and observations rather than interpretations or assumptions

- All notes and records will be added to the Child Protection folder stored in a locked filing cabinet in the Headteacher's office.

The DSL will ensure that all safeguarding records are managed in accordance with the Education (Pupil Information) (England) Regulations 2005.

WHAT TO DO IF YOU FEEL A CHILD IS AT IMMEDIATE RISK OF SERIOUS INJURY OR HARM

If a child makes a disclosure or you notice something (for example a bruise or injury that cannot be explained reasonably) that you feel indicates they are at immediate risk of serious injury or harm, do not delay in reporting this to the DSL or alternate. Ensure you make it clear that you have concerns that the child is at risk of serious injury or harm when making your referral to the DSL or alternate.

What constitutes a serious risk of injury or harm?

If you see an injury which cannot reasonably be explained or a child makes a disclosure that their parent/carer hurts them physically.

What will happen next?

The DSL or alternate will call Customer First to phone the referral through. Advice will be taken as to whether the child should be allowed to go home with the parent.

What if the parent comes to collect the child and we are unsure as to whether they should go with them?

Invite the parent into school to speak with the DSL or alternate. They will briefly explain that they are waiting for advice and need them to wait with them until advice is received. The children will be supervised by other members of staff in an alternative location on school site until advice has been received about whether the children can be released to parents. If the child can be taken to a separate location on school site (for example the Early Years Classrooms) prior to the parent arriving, then do this and arrange for the DSL or alternate to meet them on arrival.

What if the child makes the allegation in the presence of the parent?

Ask the parent whether they would mind stepping inside and waiting for a moment as you need to check something with the Head-Teacher before they go. Bring the parents and children to the Head-Teacher's office, ask to speak to the Head-Teacher in private to explain the situation and they will take over from that point.

SUPPORT AND TRAINING

Dealing with a disclosure from a child, and a Child Protection case in general, is likely to be a stressful experience. As a school we offer support to the DSL through counselling if required.

Training for all staff is conducted on a yearly basis.

Training for the DSL and alternates is conducted on a yearly basis in order to ensure it remains up to date.

ALLEGATIONS OF ABUSE MADE AGAINST TEACHERS AND OTHER STAFF

At all times the school will adhere to the process outlined in 'Keeping children safe in education. Statutory guidance for schools and colleges' (2016) DfE

If a child, or parent, makes a complaint of abuse against a member of staff, the person receiving the complaint must take it seriously and immediately inform the Headteacher. Any member of staff who has reason to suspect that a pupil may have been abused by another member of staff, either at school or elsewhere, must immediately inform the Headteacher. He or she should also make a record of the concerns including a note of anyone else who witnessed the incident or allegation.

If the allegation is about the Headteacher, the Chair of Governors must be informed immediately. The chair of Governors at West Row Community Primary School is [Dave Greenwood](#).

Duties as an Employer and Employee

- We have a duty of care to our employees. We will ensure that we provide support for anyone facing an allegation and will provide a named contact if the employee is suspended.
- Any allegation of abuse made against a teacher or other member of staff or volunteer in school will be dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is subject of the allegation

Initial Considerations

- We will apply common sense and judgement to our procedures for dealing with allegations. Some rare allegations will be so serious that they require immediate intervention by children's social care services and / or police. The Local Authority Designated Officer (LADO) will be informed of all allegations that come to a school that appear to meet the criteria below:
- The Headteacher or chair of governors will immediately discuss the allegation with the LADO and follow procedures and advice accordingly.
- In the event of an allegation being made the school will make every effort to maintain confidentiality.

CONFIDENTIALITY

Safeguarding children raises issues of confidentiality that must be clearly understood by all staff/volunteers in schools.

- All staff in schools, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children's Services: Safeguarding and Specialist Services and the Police).

- If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe.
- Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.

COMMUNICATION WITH PARENTS

West Row Community Primary School will:

Ensure the child protection policy is available publicly via the school website.

Parents should be informed prior to a referral unless it is considered to do so might place the child at increased risk of significant harm by:

- The behavioural response it prompts e. g a child being subjected to abuse, maltreatment or threats/forced to remain silent if alleged abuser informed.
- Leading to an unreasonable delay;
- Leading to the risk of loss of evidential material;
- Placing a member of staff from any agency at risk.

Ensure that parents have an understanding of the responsibilities placed on the school and staff for safeguarding children.

INDUCTION

All staff, volunteers and trainee teachers will be instructed to read this policy document and will be given training on Child Protection procedures at our school when they take up their appointment. All trainee teachers will receive Child Protection training during their first term of teaching practice at West Row Community Primary School.

CHILD SEX EXPLOITATION AND ONLINE SAFETY

Children and young people can be exploited and suffer bullying through their use of modern technology such as The Internet, mobile phones and social networking sites. In order to minimise the risks to our children and young people, West Row Community Primary School will ensure that we have in place appropriate measures such as security filtering and an acceptable use policy / online safety policy. We will take whatever action is necessary to address bullying. This might include sharing information that we are aware of with other agencies and /or confiscating electronic devices eg. iPods, mobile phones, etc., for investigation. Parents and carers will be informed unless it is felt that this would put a young person at further risk or if advised not to by a partner agency. The police will be informed where it is felt that an offence has been committed.

BULLYING AND CHILD-ON-CHILD ABUSE

It is important that children should be safe from each other in school. At West Row Community Primary School we will not tolerate bullying amongst our pupils and we are committed to dealing with all complaints of such a nature. Strategies for dealing with bullying are explained in the school's Anti-Bullying Policy. Members of staff need to understand that children as well as adults can be abusers. Where a child discloses abuse by a fellow pupil the matter will be referred to Social Care Services by the Senior Designated Safeguarding Lead in the usual way. Both sets of parents will be informed by the school, unless Social Care Services, having taken account of the particular circumstances, advises otherwise.

ATTENDANCE/CHILDREN MISSING IN EDUCATION

At West Row Community Primary School we acknowledge the importance of regular attendance for monitoring the well-being of our students. The following procedures are in place:

- First day of absence contact. This is repeated on a daily basis and any concerns are raised by the Admin staff, Headteacher and Education Attendance Service (EAS).
- When absences are frequent or prolonged medical evidence is requested
- The school nurse is involved if medical evidence is not forthcoming, as is the Education Attendance Officer
- If a student is absent and parents/carers cannot be contacted a referral is made to the EAO.
- If the student is the subject of a Care Plan or Child in Need Plan then Social Care is informed.
 - If a student has left the school without parents informing the school in writing, a Missing In Education referral will be made to the Local Authority. The SDL will follow up the referral until information has been received that the child has been registered as being in education.

KEEPING CHILDREN SAFE FROM RADICALISATION (also known as PREVENT)

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online and with specific needs for which an extremist or terrorist group may appear to provide an answer. The Internet and the use of social media in particular has become a major factor in the radicalisation of young people.

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. Anyone with concerns that a child is vulnerable to radicalisation should refer their concerns to Mrs Matthams (PREVENT LEAD) or an alternate DSL in her absence. A Vulnerable to Radicalisation form will be completed and sent to the Local Authority who may refer it on to Chanel. All staff will have regular PREVENT training and will complete the online Chanel General Awareness module.

HONOR BASED VIOLENCE/FGM

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation

(FGM, forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of motivation) and should be handled and escalated as such. If in doubt, staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV. There are a range of indicators that a child may be at risk of HBV.

Indicators the warning signs that FGM or forced marriage may be about to take place, or may have taken place:

Immediate/Short-Term Consequences of FGM The immediate/short-term consequences of FGM can include:

- severe pain;
- shock;
- haemorrhage;
- wound infections;
- urinary retention;
- injury to adjacent tissues;
- genital swelling; and/or
- death.

Long-Term Consequences of FGM The long-term consequences of FGM can include:

- genital scarring;
- genital cysts and keloid scar formation;
- recurrent urinary tract infections and difficulties in passing urine;
- possible increased risk of blood infections such as hepatitis B and HIV;
- pain during sex, lack of pleasurable sensation and impaired sexual function;
- psychological concerns such as anxiety, flashbacks and post traumatic stress disorder;
- difficulties with menstruation (periods);
- complications in pregnancy or childbirth (including prolonged labour, bleeding or tears during childbirth, increased risk of caesarean section); and
- increased risk of stillbirth and death of child during or just after birth.

PEER ON PEER ABUSE

West Row Community Primary School has put in place safeguards to reduce the likelihood of peer on peer allegations. There is an established ethos of respect, kindness, friendship and courtesy with a clear, high profile Behaviour Policy which sets out the school's expectations and consequences for unacceptable behaviour together with visible staff presence. The school seeks to educate all pupils on healthy relationships through the curriculum, however we recognise despite this we need to be alert to peer on peer abuse. It is important to recognise that children do engage in sexual play and experimenting, which is usually age appropriate. Child sexual abuse is a subject that many people find very difficult to talk about. It is important to not criminalise behaviour that is a perfectly normal and healthy part of growing up. However, the idea that children can sexually abuse others is still very hard for us to accept. The presence of one or more of the following points in situations where there has been sexual activity between children should always trigger some concern:

- There is an age difference of two years or more between the children.
- One of the children is significantly more dominant than the other.
- One of the children is significantly more vulnerable than the other e.g in terms of disability, confidence, physical strength.
- There has been some use of threats, bribes or coercion to secure compliance or to maintain secrecy.

Any peer on peer allegation must be referred to the Designated Safeguarding Lead or alternate, using the school's Child Protection procedures as set out above. Where a concern regarding peer on peer abuse has been disclosed to the DSL(s) advice and guidance will be sought from the Local Area Children's Safeguarding Board and MASH and where it is clear a crime has been committed or there is a risk of crime being committed, the Police will be contacted. Working with external agencies there will usually be a school response to the unacceptable behaviour, for example, if a pupil's behaviour negatively impacts on the safety and welfare of other pupils then safeguards will be put in place to promote the well-being of the pupils affected, the victim and perpetrator will be provided with support to prevent any reoccurrence of improper behaviour.

CONTACTS

Customer First (Children's Services): 0808 800 4005
Ofsted - 0300 123 1231

POLICY REVIEW

This policy will be reviewed on an annual basis by the full governing body.

Signed by

Headteacher:

Date:

Chair of Governors:

Date:

APPENDIX 1

INDICATORS OF HARM

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.

Indicators in the child:

Bruising

It is often possible to differentiate between accidental and inflicted bruises. The following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Bruising in or around the mouth
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally, for example the back, mouth, cheek, ear, stomach, chest, under the arm, neck, genital and rectal areas
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Linear bruising at any site, particularly on the buttocks, back or face
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling
- or twisting
- Bruising around the face
- Grasp marks to the upper arms, forearms or leg
- Petechae haemorrhages (pinpoint blood spots under the skin.) Commonly associated with slapping, smothering/suffocation, strangling and squeezing

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint. It is unlikely that a child will have had a fracture without the carers being aware of the child's distress. If the child is not using a limb, has pain on movement and/or swelling of the limb, there may be a fracture.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement

Rib fractures are only caused in major trauma such as in a road traffic accident, a severe shaking injury or a direct injury such as a kick. Skull fractures are uncommon in ordinary falls, i.e. from three

feet or less. The injury is usually witnessed, the child will cry and if there is a fracture, there is likely to be swelling on the skull developing over 2 to 3 hours. All fractures of the skull should be taken seriously.

Mouth Injuries

Tears to the frenulum (tissue attaching upper lip to gum) often indicates force feeding of a baby or a child with a disability. There is often finger bruising to the cheeks and around the mouth. Rarely, there may also be grazing on the palate.

Poisoning

Ingestion of tablets or domestic poisoning in children under 5 is usually due to the carelessness of a parent or carer, but it may be self-harm even in young children.

Fabricated or Induced Illness

Professionals may be concerned at the possibility of a child suffering significant harm as a result of having illness fabricated or induced by their carer. Possible concerns are:

- Discrepancies between reported and observed medical conditions, such as the incidence of fits
- Attendance at various hospitals, in different geographical areas
- Development of feeding / eating disorders, as a result of unpleasant feeding interactions
- The child developing abnormal attitudes to their own health
- Non organic failure to thrive - a child does not put on weight and grow and there is no underlying medical cause
- Speech, language or motor developmental delays
- Dislike of close physical contact
- Attachment disorders
- Low self esteem
- Poor quality or no relationships with peers because social interactions are restricted
- Poor attendance at school and under-achievement

Bite Marks

Bite marks can leave clear impressions of the teeth when seen shortly after the injury has been inflicted. The shape then becomes a more defused ring bruise or oval or crescent shaped. Those over 3cm in diameter are more likely to have been caused by an adult or older child. A medical/dental opinion, preferably within the first 24 hours, should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds. Scalds are the most common intentional burn injury recorded. Any burn with a clear outline may be suspicious e.g. circular burns from cigarettes, linear burns from hot metal rods or electrical fire elements, burns of uniform depth over a large area, scalds that have a line indicating immersion or poured liquid.

Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation. Scalds to the buttocks of a child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

The following points are also worth remembering:

- A responsible adult checks the temperature of the bath before the child gets in.
- A child is unlikely to sit down voluntarily in a hot bath and cannot accidentally scald its bottom without also scalding his or her feet.

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, or unusually shaped, may suggest abuse.

- Emotional/behavioural presentation
- Refusal to discuss injuries
- Admission of punishment which appears excessive
- Fear of parents being contacted and fear of returning home
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of medical help
- Aggression towards others
- Frequently absent from school
- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury

Indicators In The Parent

- May have injuries themselves that suggest domestic violence
- Not seeking medical help/unexplained delay in seeking treatment
- Reluctant to give information or mention previous injuries
- Absent without good reason when their child is presented for treatment
- Disinterested or undisturbed by accident or injury
- Aggressive towards child or others
- Unauthorised attempts to administer medication
- Tries to draw the child into their own illness.
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
- Parent/carer may be over involved in participating in medical tests, taking temperatures and measuring bodily fluids
- Observed to be intensely involved with their children, never taking a much needed break nor allowing anyone else to undertake their child's care.
- May appear unusually concerned about the results of investigations which may indicate physical illness in the child
- Wider parenting difficulties may (or may not) be associated with this form of abuse.

- Parent/carer has convictions for violent crimes.

Indicators In The Family/Environment

- Marginalised or isolated by the community
- History of mental health, alcohol or drug misuse or domestic violence
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

Emotional Abuse

Emotional abuse is 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 children 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 the 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, though it may occur alone.

Indicators In The Child

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or no attachment
- Aggressive behaviour towards others
- Child scapegoated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a 'loner' - difficulty relating to others
- Over-reaction to mistakes
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Self-harm

- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Chronic running away
- Compulsive stealing
- Low self-esteem
- Air of detachment – ‘don’t care’ attitude
- Social isolation – does not join in and has few friends
- Depression, withdrawal
- Behavioural problems e.g. aggression, attention seeking, hyperactivity, poor attention
- Low self-esteem, lack of confidence, fearful, distressed, anxious
- Poor peer relationships including withdrawn or isolated behaviour

Indicators In The Parents

- Domestic abuse, adult mental health problems and parental substance misuse
- may be features in families where children are exposed to abuse.
- Abnormal attachment to child e.g. overly anxious or disinterest in the child
- Scapegoats one child in the family
- Imposes inappropriate expectations on the child e.g. prevents the child’s developmental exploration or learning, or normal social interaction through overprotection.
- Wider parenting difficulties may (or may not) be associated with this form of abuse.

Indicators In The Family/Environment

- Lack of support from family or social network.
- Marginalised or isolated by the community.
- History of mental health, alcohol or drug misuse or domestic violence.
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family.
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

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) or
- ensure access to appropriate medical care or treatment.

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

Indicators In The Child

Physical Presentation

- Failure to thrive or, in older children, short stature
- Underweight
- Frequent hunger
- Dirty, unkempt condition
- Inadequately clothed, clothing in a poor state of repair
- Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold
- Swollen limbs with sores that are slow to heal, usually associated with cold injury
- Abnormal voracious appetite
- Dry, sparse hair
- Recurrent / untreated infections or skin conditions e.g. severe nappy rash, eczema or persistent head lice / scabies/ diarrhoea
- Unmanaged / untreated health / medical conditions including poor dental health
- Frequent accidents or injuries

Development

- General delay, especially speech and language delay
- Inadequate social skills and poor socialization
- Emotional/behavioural presentation
- Attachment disorders
- Absence of normal social responsiveness
- Indiscriminate behaviour in relationships with adults
- Emotionally needy
- Compulsive stealing
- Constant tiredness
- Frequently absent or late at school
- Poor self esteem
- Destructive tendencies
- Thrives away from home environment
- Aggressive and impulsive behaviour
- Disturbed peer relationships
- Self-harming behaviour

Indicators In The Parents

- Dirty, unkempt presentation
- Inadequately clothed
- Inadequate social skills and poor socialisation
- Abnormal attachment to the child .e.g. anxious
- Low self-esteem and lack of confidence
- Failure to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene
- Failure to meet the child's health and medical needs e.g.
 - poor dental health;
 - failure to attend or keep appointments with health visitor, GP or hospital;
 - lack of GP registration; failure to seek or comply with appropriate medical treatment;
 - failure to address parental substance misuse during pregnancy
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods
 - Wider parenting difficulties may (or may not) be associated with this form of abuse

Indicators In the Family/Environment

- History of neglect in the family
- Family marginalised or isolated by the community.
- Family has history of mental health, alcohol or drug misuse or domestic violence.
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- Family has a past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.
- Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals
- Poor state of home environment e.g. unhygienic facilities, lack of appropriate sleeping arrangements, inadequate ventilation (including passive smoking) and lack of adequate heating
- Lack of opportunities for child to play and learn

Sexual Abuse

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.

Indicators In The Child

Physical Presentation

- Urinary infections, bleeding or soreness in the genital or anal areas
- Recurrent pain on passing urine or faeces
- Blood on underclothes
- Sexually transmitted infections
- Vaginal soreness or bleeding
- Pregnancy in a younger girl where the identity of the father is not disclosed and/or there is secrecy or vagueness about the identity of the father
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Emotional/Behavioural Presentation

- Makes a disclosure
- Demonstrates sexual knowledge or behaviour inappropriate to age/stage of development or that is unusually explicit
- Inexplicable changes in behaviour, such as becoming aggressive or withdrawn
- Self-harm - eating disorders, self-mutilation and suicide attempts
- Poor self-image, self-harm, self-hatred
- Reluctant to undress for PE
- Running away from home
- Poor attention / concentration (world of their own)
- Sudden changes in school work habits, become truant
- Withdrawal, isolation or excessive worrying
- Inappropriate sexualised conduct
- Sexually exploited or indiscriminate choice of sexual partners
- Wetting or other regressive behaviours e.g. thumb sucking
- Draws sexually explicit pictures
- Depression

Indicators In The Parents

- Comments made by the parent/carer about the child
- Lack of sexual boundaries
- Wider parenting difficulties or vulnerabilities
- Grooming behaviour
- Parent is a sex offender

Indicators In The Family/Environment

- Marginalised or isolated by the community.
- History of mental health, alcohol or drug misuse or domestic violence.
- History of unexplained death, illness or multiple surgery in parents and/or siblings
- of the family
- Past history of childhood abuse, self-harm, somatising disorder or false allegations
- of physical or sexual assault or a culture of physical chastisement.
- Family member is a sex offender.

Current Safeguarding Issues:

The following Safeguarding issues are all considered to be Child Protection issues and should be referred immediately to the most relevant agency. The issues featured below are linked to guidance and local procedures which can be found on the Suffolk Safeguarding Children Board website at:

<http://suffolksafeguardingchildrenboard.onesuffolk.net/>

(Direct links to the policies listed below are included where available.)

Some members of our communities hold beliefs that may be common within particular cultures but which are against the law of England. West Row Community Primary School does not condone practices that are illegal and which are harmful to children. Examples of particular practices are:

Forced Marriage.

West Row Community Primary School does not support the idea of forcing someone to marry without their consent. Under-age Marriage In England, a young person cannot legally marry until they are 16 years old (without the consent of their parents or carers) nor have sexual relationships.

Genital mutilation/female circumcision (FGM)

This is against the law yet for some communities it is considered a religious act and cultural requirement. It is illegal for someone to arrange for a child to go abroad with the intention of having her circumcised. If any of the above areas of concern are brought to the attention of West Row Community Primary School, we will report those concerns to the appropriate agency in order to prevent this form of abuse taking place. **If we suspect FGM, we have a legal obligation to report it. It is a criminal offence if we fail to report suspected FGM.**

Ritualistic Abuse

Some faiths believe that spirits and demons can possess people (including children). What should never be considered is the use of any physical or psychological violence to get rid of the possessing spirit. This is abusive and will result in the criminal conviction of those using this form of abuse even if the intention is to help the child.

Children Missing Education

“Basic to safeguarding children is to ensure their attendance at school.” (OFSTED 2002). Children are best protected by regularly attending school where they will be safe from harm and where there are professionals to monitor their well-being. At West Row Community Primary School we will encourage the full attendance of all of our children at school. Where we have concerns that a child is missing education because of suspected abuse, we will liaise with the appropriate agency including the Education Attendance Service to effectively manage the risks and to prevent abuse from taking place.

Sexually Active under Eighteen years old

It is acknowledged by those working with young people that most young people under the age of 18 will have an interest in sex and sexual relationships. The Protocol for Sexually Active Young People under 18 years old has been designed to assist those working with children and young people to identify where these relationships may be abusive, and the children and young people may need the provision of protection or additional services.

Safeguarding Disabled Children

Disabled children have exactly the same human rights to be safe from abuse and neglect, to be protected from harm and achieve the Every Child Matters outcomes as non-disabled children. Disabled children do however require additional action. This is because they experience greater risks and ‘created vulnerability’ as a result of negative attitudes about disabled children and unequal access to services and resources, and because they may have additional needs relating to physical, sensory, cognitive and/ or communication impairment (Safeguarding Children, DCSF, July 2009). West Row Community Primary School will ensure that our disabled children are listened to and responded to appropriately where they have concerns regarding abuse. In order to do this we will ensure that our staff and volunteers receive the relevant training to raise awareness and have access to specialist staff in the event they have concerns regarding abuse of a child. Safer Recruitment and Selection It is a requirement for all agencies to ensure that all staff recruited to work with children and young people are properly selected and checked. At West Row Community Primary School we will ensure that we have a member on every recruitment panel who has received the appropriate recruitment and selection training. That all of our staff are appropriately qualified and have the relevant employment history and checks to ensure they are safe to work with children in compliance with the Key Safeguarding Employment Standards.

Honour Based Violence

Honour based violence ‘is a crime or incident, which has or may have been committed to protect or defend the honour of the family and/or community’. It is important to be alert to signs of distress

and indications such as self-harm, absence from school and truancy, infections resulting from female genital mutilation, isolation from peers, being monitored by family, not participating in school activities, unreasonable restrictions at home. Where it is suspected that a child/young person is at risk from honour based violence West Row Community Primary School will report those concerns to the appropriate agency in order to prevent this form of abuse taking place.

Trafficked Children

Child trafficking involves moving children across or within national or international borders for the purposes of exploitation. Exploitation includes children being used for sex work, domestic work, restaurant/ sweatshop, drug dealing, shoplifting and benefit fraud. Where West Row Community Primary School is made aware of a child who is suspected of or actually being trafficked/exploited, we will report our concerns to the appropriate agency.

Domestic Abuse

The Government defines domestic abuse as “Any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been intimate partners or family members regardless of gender or sexuality” Staff need to understand what is required of them if children are members of the household where domestic abuse is known or suspected to be taking place. Our policy includes action to be taken regarding referrals to the Police and Children and Young People’s Services and any action to be taken where a member of staff is the alleged perpetrator or victim of domestic abuse. At West Row Community Primary School we will follow our safeguarding policy and report any suspected concerns regarding Domestic Abuse to the relevant agency.

Private Fostering

Private fostering is an arrangement made between the parent and the private foster carer, who then becomes responsible for caring for the child in such a way as to safeguard and promote his/her welfare. A privately fostered child means a child under the age of 16 (18 if a disabled child) who is cared for and provided with accommodation by someone other than:

- A parent.
- A person who is not a parent but has parental responsibility.
- A close relative.
- A Local Authority.

for more than 28 days and where the care is intended to continue. It is a statutory duty for us at West Row Community Primary School to inform the Local Authority where we are made aware of a child or young person who may be subject to private fostering arrangements

STAFF PROTOCOL FOR INTERNET USE

This is a short set of important expectations for staff in relation to use of The Internet, SIMS and ICT. It is intended to be additional to school and county policies and guidance. All of the guidance given below is in response to issues that have arisen in schools around the country over recent years. It has been developed to minimise risk to staff to help ensure secure use of personal information and school data systems. Please ensure you adhere to all these directions with immediate effect.

When using a projector connected to your machine:

- Close down any email client so that incoming emails are not displayed to children in your class.
- Ensure that no confidential staff or pupil details (Target Tracker / reports, etc.) are displayed on your SMARTboard. Secure Use of staff laptops in the classroom.
- Always revert to the Ctrl-Alt-Delete log in screen when leaving a laptop unattended in a classroom.
- Never allow pupils to use your machine if software is running that contains sensitive information on your computer.

Use of the Internet for personal use in school time.

- Never use social networking sites or access sites for personal use (Facebook, online banking, Amazon, ebay) in lessons.
- Use professional discretion as to when, where and for how long it is appropriate to be conducting personal business on line whilst at work (Facebook, online banking, Amazon, ebay)
- If you do conduct personal business online while at work, never leave the machine logged into personal sites at any time and never have settings that allow your machine to “remember” log in details.
- Always exit your email client software when you leave your computer. Do not leave this running on an unattended machine.

Social Networking sites. (Facebook etc)

- Never allow current students to join your personal social network on the internet. Great care should be taken when considering allowing past students to do so; they may have younger friends or siblings who will be able to see your information.
- Teachers should not have Facebook “friends” who are parents or carers of children at the school, this includes members of support staff.
- Ensure privacy settings are set so that only “friends” and not “friends of friends” can see posts and personal details.

