



ETON DORNEY
INDEPENDENT THERAPEUTIC SCHOOL

School:	Eton Dorney		
Policy:	Child Protection and Safeguarding Policy (KCSiE 2019)		
<p>This policy will be reviewed on an annual basis but will be reviewed termly by the Headteacher.</p> <p>This policy will be read, understood and signed by all staff yearly and where changes have been made in line with government and DofE guidelines and changes.</p>			
Date of last review:	June 2019	Review period:	Annual
Date of next review:	July 2020	Owner:	Eton Dorney School
Type of policy:	Statutory	LGB/Board approval	Board approves; GB signs off
Version:	V0.1	© 2018 Eton Dorney School	

Aims

The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues

Introduction

Everyone employed by Eton Dorney School has a responsibility to safeguard and promote the welfare of children in their care. The DfE document "Keeping Children Safe in Education" 2019 defines safeguarding and promoting the welfare of children as:

- Protecting children from maltreatment
- Preventing impairment of children's health or development

- Ensuring that children are grow up in circumstances consistent with the provision of safe an effective care and taking action and;
- to enable all children to have the best outcomes

Children includes everyone under the age of 18. Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child. Such action might be taken under section 47 and section 44 of the Children Act 1989. Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk. Such action might be taken under section 17 of the Children Act 1989.

All children deserve the opportunity to fulfil their potential. Eton Dorney School takes seriously its 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, as outlined in the Working Together to Safeguard Children 2018.

We recognise that all adults, including temporary staff, volunteers and governors, have a full and active part to play in safeguarding children, and that the child's welfare is our paramount concern.

All school staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In the first instance staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment.

This policy outlines the role that Eton Dorney School will have in supporting and safeguarding children and young people and the procedures that staff should adhere to. It offers guidance on issues related to child protection, but it is not exhaustive, and all staff should use as a rule of thumb the needs and safety of the child as being at the center of any decision made.

The aims of this policy are:

- To raise awareness of individual roles and responsibilities in identifying and reporting possible causes for concern
- To support the child's development in ways that will foster security, confidence and independence.
- To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
- To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse (Reference Appendices 1 and 2)
- To provide a systematic means of monitoring children known or thought to be at risk of harm and ensure Eton Dorney School contribute to assessments of need and support packages for those children.
- To emphasise the need for good levels of communication between all members of staff.

- To develop a structured procedure within Eton Dorney School will be followed by all members of the school community in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies, especially the Police and Social Care.
- To ensure that all staff working within our schools who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance), and a central record is kept for audit.

Safe School, Safe Staff

We will ensure that:

- All members of the local governing body as well as all members of the Board understand and fulfil their responsibilities, namely, to ensure that:
- Eton Dorney School has effective policies and procedures in place in accordance with their statutory duty to safeguard and promote the welfare of children including a Child Protection together and a Staff Code of Conduct Policy
- Eton Dorney School ensures written recruitment and selection policies and procedures are in place and operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training
- Eton Dorney School has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have had they not resigned.
- A senior leader has a Designated Safeguarding Lead (DSL) responsibility
- On appointment, the DSLs undertake interagency training (SSCB Modules 1&2) and also undertake Child Protection Lead 'New to Role' and the 'Update' Course every 2 years
- All other staff have Safeguarding training updated as appropriate
- All staff are given a copy and will sign that they have read and understood Keeping children Safe in Education Part 1 and are alert to signs of abuse as detailed in Keeping Children Safe in Education 2019. Similarly, this applies to the Governing Body in relation to part 2 of the same statutory guidance.
- To ensure any areas of development or concerns in Child Protection are remedied immediately
- A member of the Governing Body, usually the Chair, is nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Headteacher.
- Child Protection Policies and procedures including the Staff Code of Conduct are reviewed annually and that the policy is available on each school website or by other means
- the Local Governing Body should ensure children are taught about safeguarding,

including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and economic education (PSHE), and/or through sex and relationship education (SRE).

- Enhanced DBS checks are in place for all Governors
- The Local Governing body should ensure appropriate internet filters and appropriate monitoring systems are in place that do not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding (see Appendix 8)
- Provide opportunities for staff to contribute to and shape safeguarding arrangements and child protection policy

The Lead DSL in each school is a member of the Senior Leadership Team. There will also be one Deputy Designated Safeguarding Lead. These Officers have undertaken the compulsory training, and, upon appointment will undertake 'Child Protection Lead - New to Role' training followed by annual updates.

The DSLs who are involved in recruitment and at least one member of the local governing body will also complete Safer Recruitment Training to be renewed every 5 years

All staff will attend appropriate training every 3 years to ensure their knowledge remains fully updated, ensure that they have read Part 1 of the Keeping children Safe in education (DfE 2018) and the Staff Code of Conduct.

All members of staff and volunteers are provided with appropriate child protection awareness information and training in line with advice from the LSCB at induction, the school safeguarding statement so that they know who to discuss a concern with. All members of staff are trained in and receive regular updates at least annually in e-safety and reporting concerns to maintain their understanding of the signs and indicators of abuse and know how to respond to a pupil who discloses abuse through delivery of appropriate training.

All parents/carers, people who let school sites and community users organising activities for children will be made aware of the child protection guidelines and procedures and it will be available for download from the school website.

Community users organising activities for children are aware of the school's child protection guidelines and procedures.

We will ensure that child protection type concerns or allegations against adults working in the school are referred to the LADO for advice, and that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS) for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer.

Serious Violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships

or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

Our procedures will be regularly reviewed and updated.

The name of the designated members of staff for Child Protection, the Designated Safeguarding Leads and a governor responsible for safeguarding will be clearly advertised in the school and on the school website, with a statement explaining the school's role in referring and monitoring cases of suspected abuse. A copy of this policy with the contact details of the designated members of staff for Child Protection, the Designated Safeguarding Lead and governor responsible for safeguarding on the front page will be available on the school website.

The designated safeguarding lead contact at Eton Dorney School is Ms. Ludivine Parmentier. Email: Ludivine.parmentier@csfcl.co.uk.

Associate DSL/Governor Safeguarding: Natalie Boothroyd – natalie.boothroyd@csfc.co.uk

Contact Number: 07979757882

All new members of staff will be given a copy of the Eton Dorney School child protection policy and informed of the DSL names and their details on the school website as part of their induction.

Responsibilities

The designated DSLs are responsible for:

- Taking lead responsibility for safeguarding and child protection (see Appendix 7)
- Referring a child if there are concerns about possible abuse, to the Local Authority Safeguarding Team, and acting as a focal point for staff to discuss concerns. Referrals should be made in writing, following a telephone call using the Multi Agency Referral Form (see Appendix 3)
- Keeping written records of concerns about a child even if there is no need to make an immediate referral.
- Ensuring that all such records are kept confidentially and securely and are separate from pupil records, until the child's 25th birthday, and are copied on to the child's next school or college.
- Ensuring that an indication of the existence of the additional file above is marked on the pupil records.
- Liaising with other agencies and professionals.
- Ensuring that either they or the staff member attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report which has been shared with the parents.
- Ensuring that any pupil currently with a child protection plan who is absent in the educational setting without explanation is referred to their key worker's Social Care Team on the same day.
- Organising child protection induction, and update training every 3 years, for all school staff.
- Providing, with the Headteacher an annual report for the governing body, detailing any changes to the policy and procedures; training undertaken by the DSL, and by all staff and governors; number and type of incidents/cases, and number of children on the child protection register (anonymised).
- Ensuring that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part 1 of the Keeping Children Safe in Education 2019 guidance.
- Ensuring that during term time the designated safeguarding lead and or a deputy is always available (during school hours) for staff in the school to discuss any safeguarding concerns. It is a matter for individual schools and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Supporting Children

We recognise that a child who is abused or witness's violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.

We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.

- Promoting a caring, safe and positive environment within the school.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Notifying Social Care as soon as there is a significant concern.
- Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority.

Confidentiality

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

The Headteacher / DSLs will disclose any information about a child to other members of staff on a need to know basis only.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.

We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm or impede a criminal investigation. If in doubt, we will consult with the Local Authority MASH duty worker on this point.

Supporting Staff

We recognise that staff working in the school who have become involved with a child who has suffered harm or appears to be 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 DSLs and to seek further support as appropriate.

Allegations against staff

All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

All Staff should be aware of the Authority's Guidance on Behaviour Issues, and the school's own Behaviour Management Policy and the Managing Allegations against Staff Policy.

Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction.

We understand that a pupil may make an allegation against a member of staff. If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Headteacher.

The Headteacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO)

If the allegation made to a member of staff which concerns the Headteacher the person receiving the allegation will immediately inform the Chair of Governors who will consult as above, without notifying the Headteacher first.

The school will follow the Authority procedures for managing allegations against staff and the Managing Allegations against Staff Policy. Under no circumstances will we send a child home, pending such an investigation, unless this advice is given exceptionally, as a result of a consultation with the LADO.

Suspension of the member of staff, excluding the Headteacher, against whom an allegation has been made, needs careful consideration, and the Headteacher will seek the advice of the LADO and HR in making this decision.

In the event of an allegation against the Headteacher, the decision to suspend will be made by the Chair of Governors with the advice of HR advice and the LADO.

No action or investigation should commence before consulting the LADO.

Whistleblowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the school, they should speak in the first instance, to the Area Education Officer/LADO following the Whistleblowing Policy.

Whistleblowing re the Headteacher should be made to the Chair of the Governing Body whose contact details are readily available to staff.

For further information and guidance please refer to Whistleblowing Policy.

Physical Intervention

We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.

Such events should be recorded and signed by a witness.

Staff who are likely to need to use physical intervention will be appropriately trained in the Team Teach techniques.

We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

We recognise that touch is appropriate in the context of working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundary.

Peer on Peer Abuse

Staff should recognise that children are capable of abusing their peers. This may take many forms including sexting, indecent exposure, obscene telephone calls and sexual abuse against adults, peers or children. Abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up".

Different gender issues can be prevalent when dealing with peer on peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence. Allegations of peer abuse will be taken as seriously as allegations of abuse perpetrated by an adult however staff will use their professional judgement to determine whether an incident between children is abusive or would be more suitably categorised as bullying or sexual experimentation.

Any concern must be referred to the designated safeguarding lead (DSL) if: There is a large difference in "power", i.e. age, size, or development, between the children The alleged perpetrator has repeatedly tried to harm another child or other children There are concerns about the intention of the alleged perpetrator If evidence suggests there was an intention to cause severe harm to a child, this should be regarded as abuse whether or not harm was actually caused.

Anti-Bullying

Schools' policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse.

Racist Incidents

Our policy on racist incidents is set out within the Anti-Bullying policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents.

Radicalization

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Eton Dorney School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both pupils/students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The current threat from terrorism in the UK may include the exploitation of vulnerable people, to involve them in terrorism or in an activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Eton Dorney School recognises that any such exploitation or radicalisation is a safeguarding concern and will seek to protect children and young people against the messages of all violent extremist groups. Definitions of radicalism and extremism and vulnerability to radicalism are in Appendix 6.

If a member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism they should speak with the DSL or Headteacher and follow normal safeguarding procedures. If the matter is urgent then the Police must be contacted by dialing 999, or by dialing 101 in non-urgent cases. The DfE also has a dedicated helpline where advice can be sought and contact details for this can be found in Appendix 5.

Eton Dorney School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

The Governors, the Headteacher and the Designated Safeguarding Lead (DSL) will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include, the use of school premises by external agencies, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

Voyeurism: Upskirting

When any member of staff has concerns that a pupil may be at risk of Voyeurism, they should speak with the Headteacher and/ or to the DSL.

What exactly is upskirting?

Upskirting refers to the act of taking a photograph (also known as a “creepshot”**) of underneath a person’s skirt without their permission. Upskirting is an alarmingly common occurrence and is usually performed in a public place, which is often crowded, which makes it hard to spot people taking such images.

How can upskirting affect somebody?

Being a witness to or the victim of such an indecent act may make you feel incredibly uncomfortable and vulnerable, particularly if you are alone. If the person or persons responsible are exhibiting intimidating behaviours, then you may feel unable to confront them for fear of further discomfort and/or of being threatened. The knowledge that someone has taken potentially graphic images without consent can cause emotional distress for a long time after the event itself.

What does this law mean?

The offenses will be trialled and carry a maximum of 2 years prison sentence. Any acts of upskirting that happened before the law was implemented today would not be prosecutable. An attempt to take an upskirting photo will be taken seriously under the criminal attempt acts 1981. Anyone who tries to take a photo but does not end up with one will be charged with attempt to commit an act of upskirting.

Response

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the Headteacher and/ or to the DSL. They should then follow safeguarding procedures. If the matter is urgent then the Police must be contacted by dialing 999. In non-urgent cases where police advice is sought then dial 101. The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).

Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason, the appropriate interventions in any case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues

Specific safeguarding issues

Staff should be aware that children and young people may be vulnerable to the following issues:

- child sexual exploitation (CSE)
- bullying including cyberbullying • domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- preventing radicalisation
- sexting
- teenage relationship abuse
- trafficking
- Voyeurism: upskirting

Female Genital Mutilation (FGM) (see appendix 2)

Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act (2003). It is a form of child abuse and violence against women. If a teacher, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18, the teacher must report this to the police

The duty applies to all persons in a School who is employed or engaged to carry out 'teaching work' in the school, whether or not they have qualified teacher status. Please refer to the Home Office and Department for Education's procedural information for full details:

<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>

If a teacher is informed by a girl under 18 that an act of FGM has been carried out on her or a teacher observes physical signs which appear to show that an act of FGM has been

carried out on a girl under 18 and they have no reason to believe the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth, the teacher should call 101 and make a report to the police force in which the girl resides.

The duty applies to the individual who becomes aware of the case to make a report. It should not be transferred to the Designated Safeguarding Lead; however, the DSL should be informed and a report to the police should be made by the close of the next working day.

Where there is a risk to life or likelihood of serious immediate harm the teacher should report the case immediately to the police, including dialing 999 if appropriate.

There are no circumstances in which a teacher or other member of staff should examine a girl.

Prevention

We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school community will therefore:

- Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, asking children to report whether they have had happy/sad lunchtimes/playtimes
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Include safeguarding across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, e-safety, road safety, pedestrian and cycle training.
- Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

Domestic Abuse -represents one quarter of all violent crime. It is actual or threatened physical, emotional, psychological or sexual abuse. It involves the use of power and control by one person over another. It occurs regardless of race, ethnicity, gender, class, sexuality, age, religion, mental or physical ability. Domestic abuse can also involve other types of abuse.

We use the term domestic abuse to reflect that several abusive and controlling behaviours are involved beyond violence.

Slapping, punching, kicking, bruising, rape, ridicule, constant criticism, threats, manipulation, sleep deprivation, social isolation, and other controlling behaviours all count as abuse.

The signs and symptoms of a child suffering or witnessing domestic abuse are similar to other forms of abuse or neglect. (see appendix 1)

Health & Safety

Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment and when on school trips. For further information refer to the Health & Safety Policy.

Monitoring and Evaluation

Our Child Protection Policy and Procedures will be monitored and evaluated by:

- Local Governing Body visits to local school
- Quality Assurance Team visits to schools
- Quality Assurance 'drop ins' and discussions with children and staff
- Pupil surveys and questionnaires
- Scrutiny of Attendance data
- Scrutiny of range of risk assessments

Scrutiny of work

- Logs of bullying/racist/behaviour incidents for SLT
- Review of parental concerns and parent questionnaires
- Review of the use of nurture room at lunchtime

This policy also links to Schools' policies on: Behaviour Staff Code of Conduct, Whistleblowing, Anti-Bullying, Health & Safety, Managing Allegations, Attendance, Physical intervention, E-Safety, Recruitment and Selection, Intimate Care and Administration of Medicines.

Recognising signs of child abuse

Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse
- Neglect

Signs of Abuse in Children:

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behavior
- Child Sexual Exploitation.
- Children who appear with unexplained gifts or new possessions
- Children who associate with other young people involved in exploitation
- Children who have older boyfriends or girlfriends

- Children who suffer from sexually transmitted infections or become pregnant
- Children who suffer from changes in emotional well-being
- Children who misuse drugs and alcohol
- Children who go missing for periods of time or regularly come home late
- Children who regularly miss school or education or do not take part in education

Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a "cry for help" and if ignored could lead to a more serious injury)

- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

Bruising

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence, or an adequate explanation provided:

- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, handprints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children

Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

Fractures may cause pain, swelling and discoloration over a bone or joint.

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

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

Scars

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

Recognising Emotional Abuse

Eton Dorney School Child Protection and Safeguarding Policy 2018/19

Emotional abuse may be difficult to recognise, as the signs are usually behavioral rather than physical. Emotional abuse can also occur where a child sees or hears domestic abuse, where they may even take on a protective role and get caught in the middle. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or no attachment
- Aggressive behaviour towards others
- Singled out 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
- May become reluctant to return to home

Recognising Signs of Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child’s age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self-mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Sexual Abuse by Young People

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

Assessment

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- Equality – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- Consent – agreement including all the following:
 - Understanding that is proposed based on age, maturity, development level, functioning and experience
 - Knowledge of society’s standards for what is being proposed
 - Awareness of potential consequences and alternatives

- Assumption that agreements or disagreements will be respected equally
- Voluntary decision
- Mental competence
- Coercion – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and unresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

Child Sexual Exploitation

The following list of indicators is not exhaustive or definitive, but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators

- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations.
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault

Sexual exploitation can take many forms ranging from the seemingly “consensual” relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Forced Marriage, Honor Based Violence and Female Genital Mutilation Forced Marriage (FM)

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistleblowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party. Always call either the Contact Centre or the Forced Marriage Unit 020 7008 0151.

Honor Based Violence

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 the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the designated safeguarding lead.

Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal? FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK.

Circumstances and occurrences that may point to FGM happening are:

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection

- Disclosure

The 'One Chance' rule As with Forced Marriage there is the 'One Chance' rule. It is essential that all schools take action without delay and call the Contact Centre. Staff should be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. If staff have concerns immediately to the DCPO.

Further her advice on Child Protection

Further advice on child protection is available from:

- NSPCC: <http://www.nspcc.org.uk/>
- Childline: <http://www.childline.org.uk/pages/home.aspx>
- CEOPS Thinkuknow: <https://www.thinkuknow.co.uk/>
- Anti-Bullying Alliance: <http://anti-bullyingalliance.org.uk/>
- Beat Bullying: <http://www.beatbullying.org/>

Safeguarding Contact Numbers

Bucks LADO Local Authority Designated Officer Tel: 01296 382070 Email: LADO@buckscc.gcs.gov.uk

Bucks Children's' MASH (multi-agency safeguarding hub) Consultation Team Tel: 01296 383962

Child protection and Safeguarding: 01296 383962
cy.pfirstresponse@buckscc.gcs.cog.uk.org.

Department of Education 'Prevent Duty' Helpline Telephone Number: 020 7340 7264

INDICATORS OF VULNERABILITY TO RADICALISM

Radicalism

Radicalism refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Extremism

Extremism is defined as vocal or active opposition to fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. It could include unacceptable behaviours which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs
- Seek to provoke others to terrorist acts
- Encourage other serious criminal activity to seek to provoke others to serious criminal acts
- Foster hatred which might lead to inter-community violence in the UK.

There is no such thing as a 'typical extremist' – they can come from a range of backgrounds and experiences. Most individuals, even those that hold radical views, do not become involved in violent extremist activity. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors. Violent extremists aim to exploit vulnerabilities in individuals in order to drive a wedge between them and their families, so it is vital that staff are able to recognise these vulnerabilities.

Vulnerabilities may include:

- Identity Crisis – the child/young person becoming distanced from their cultural/religious heritage and experiences discomfort about their place in society.
- Personal Crisis – the child/young person experiencing family tension, isolation, low self-esteem, changing friendship groups, searching for answer to questions about identity/faith/belonging.
- Personal Circumstances – migration, local community tensions, events taking place in the child's/young person's country/region of origin
- Unmet Aspirations – perceptions of injustice, feelings of failure.
- Experience of Criminality – could include involvement with criminal groups
- Special Educational Need – child/young person may experience difficulties with social interaction, empathy, understanding the consequences of their action and awareness of the motivations of others.

However, this list is not exhaustive, and nor does it mean that all young people experiencing the above are at risk of radicalisation or violent extremism.

Critical risk factors to be aware of include:

- Being in contact with extremist recruiters
- Accessing violent extremist websites, especially those with a social networking element.

VISION AND PURPOSE

1. To take lead responsibility for safeguarding and child protection ensuring that the Child Protection and Safeguarding Policy template and all statutory guidance on keeping children safe in education is followed within the school setting.

2. To undertake appropriate Child Protection Training every 2 years and Prevent awareness training in order to:

- a. Understand the assessment process for providing Early Help and intervention, e.g. through locally agreed common and shared assessment processes such as early help assessments.
- b. Have a working knowledge of how the LA conducts Child Protection Case Conferences and be able to attend these effectively when required to do so.
- c. Ensure each member of staff has access to and understands the school's Child Protection Policy and Procedures, especially new and part time staff.

3. To receive and coordinate referrals, arranging action and reviewing services for children and families.

4. To maintain accurate, confidential and up to date documentation on all cases of safeguarding and child protection. Ensuring that all records are forwarded to any new school the child may attend.
5. To work directly with children in need and their families in the community in order to promote, strengthen and develop the potential of parents/carers and their children in order to prevent children becoming looked after and/or suffering significant harm.
6. To support the care of children where their living arrangements are at risk of breakdown (including Local Authority placements).
7. To provide support and guidance to carers and provide planned interventions as part of agreed plans for children.
8. To ensure that students who are victims of abuse are supported appropriately and sensitively and that all actions assigned by setting from planning and intervention meetings are successfully carried out and monitored.
9. To liaise with the Head Teacher to inform him or her of issues especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations.
10. To act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
11. To ensure that the setting is always presented positively within and beyond the setting and to encourage a culture of listening to children and taking account of their wishes and feelings on any measure the school might have taken to protect them.
12. Refer cases to the Channel programme where there is a radicalisation concern as required
13. Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required
14. Refer cases where a crime may have been committed to the Police as required
15. Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff

ACCOUNTABILITY

1. Work closely with commissioning Children and Families Social Workers along with developing links with and utilising resources of the community as part of agreed plans for children.
2. Attend and participate in Child Protection Conferences and planning and Review meetings whilst working closely with colleagues in Children's Services as required, some of which may take place out of normal working hours. This will include negotiating between child, family and commissioning worker to identify the support package required.
3. Plan and complete professional assessments of need and risk in respect of parents and carers using the Department of Health and the Local Authority criteria for children in need

and significant harm. Taking the lead responsibility to coordinate the multi-agency approach to prevent and address child protection issues and children in need within the setting.

4. To maintain confidentiality at all times.

5. To contribute to service development, including responsibility of the delivery of new staff induction package and arrangements for all staff training.

6. To liaise and co-ordinate with colleagues within own setting and outside organisations regarding the Common Assessment Framework and to coordinate and monitor all referrals and recommendations within the setting.

7. Identify vulnerable children within the setting and ensure that all staff are made aware of who these children are.

GENERAL DUTIES

1. To undertake such other duties, training and/or hours of work as may be reasonably required, and which are consistent with the general level of responsibility of this job.

2. To ensure knowledge and skills are continually refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, so as to keep up with any developments relevant to the role.

3. To ensure that the Local Authority Safeguarding Children Board (SCB) safeguarding survey is completed annually and returned by deadline and reviewed regularly.

