

Stoneferry Primary School

Child Protection Policy

Child Protection Policy

Child Protection - Whole School Policy

Child Protection and Safeguarding Lead : Mandi Morgan
Senior Leader with responsibility for Child Protection: Head Teacher
Child Protection Officer: Jon Boyton
Safeguarding Governor: Lisa Gadd

Preface

"Processes and procedures are never ends in themselves, but should always be used as a means of bringing about better outcomes for children. No guidance can, or should attempt to offer a detailed prescription for working with each child and family. Work with children and families where there are concerns about a child's welfare is sensitive and difficult. Good practice calls for effective cooperation between different agencies and professionals: sensitive work with parents and carers in the best interests of the child; and the careful exercise of professional judgement and critical analysis of the available information". (*Working Together to Safeguard Children – A Guide To Inter-Agency Working To Safeguard And Promote The Welfare Of Children - HM Government 1999*).

Statement of Intent

At Stoneferry Primary School we recognise that protecting and safeguarding children and young people is a shared responsibility and depends upon effective joint working between agencies and professionals that have different roles and expertise. Individual children and young people, especially some of the most vulnerable children and those at greatest risk of social exclusion, will need coordinated help from health, education and children's social care services. The voluntary sector and other agencies also have an important role in protecting and safeguarding children. All staff have a responsibility to protect and safeguard the welfare of children and young people they come into contact with (in line with the Keeping Children Safe in Education document Sept 2016 due for update 2018). The need for guidelines and procedures is important to ensure that this is done with understanding and clarity.

At Stoneferry we will aim to protect and safeguard children and young people by:

- Ensuring that all staff are kept up to date with all types of abuse and neglect (outlined on p11 of Keeping Children Safe in Education).
- Ensuring that all staff/volunteers are carefully selected, trained and supervised.
- Having a Child Protection Policy and Procedure and regularly reviewing and updating this in line with national and local policy developments.
- Ensuring that all staff and volunteers are familiar with the relevant Child Protection and safeguarding policies and procedures.
- Ensuring that key staff regularly attend appropriate Local Safeguarding Children Board (LSCB) Child Protection Training.
- Ensuring that the school has a designated Child Protection Lead and that all staff and volunteers are aware of the named person.

- Ensuring all staff know how to report any child protection or safeguarding concern on the Cpom system.
- Assessing the risk that children and young people may encounter and taking steps to minimise and manage this.
- Letting parents, carers, children and young people know how to report concerns about a child, young person, staff member or volunteer or complain about anything that they are not happy about.

National and Local Guidance

This Child Protection Policy and Procedure should be read in conjunction with the Local Safeguarding Children Board (LSCB) Guidelines and Procedures. In accordance with the Children Act 2004 it is a statutory responsibility for key agencies coming in to contact with children and young people, to make arrangements to ensure that in discharging their functions, they have regard to the need to safeguard and promote the welfare of children (Section 11, Children Act 2004).

The following national guidance should also be referred to:

- The Children Act (1989).
- The Children Act (2004).
- Every Child Matters.
- Working Together To Safeguard Children: A Guide to Inter-Agency Working To Safeguard and Promote The Welfare Of Children (HM Government 2015).
- Human Rights Act 1998.
- Criminal Justice & Court Services Act 2000.
- The Protection of Children Act 1999.
- The Sexual Offences Act 2003.
- Sexual Violence and Sexual Harassment between children in schools and colleges. (DfE: 2017)
- What To Do If You're Worried A Child Is Being Abused: Advice for practitioners (DfE: 2015)
- Information Sharing: Advice for practitioners (DfE: 2015).
- Keeping Children Safe in Education, 2016 due to be updated 2018

The following school policies should also be read in conjunction with this policy:

- Health & Safety Policy.
- Safer Recruitment Policy.
- Complaints & Disciplinary Policy.
- Codes of Conduct.
- Diversity & Equality Policy.
- Staff Induction Guidelines.
- E-safety policy.
- Anti Bullying policy.
- Behaviour policy.
- Whistle policy.
- Physical Intervention policy
- Attendance policy
- SEND policy

Safeguarding & Promoting Welfare & Child Protection

Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment.
- Preventing impairment of children's health or development.
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.
- Undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

Child Protection

Child protection is a part of safeguarding and promoting welfare. This refers to the activity which is undertaken to protect specific children who are suffering or are at risk of suffering significant harm. Effective child protection is essential to safeguard and promote the welfare of children. However, all agencies should aim to proactively safeguard and promote the welfare of children so that the need for action to protect from harm is reduced.

Early Help

It is important for children to receive the right help at the right time to address risk and prevent issues escalating. Therefore, at Stoneferry Primary we aim to identify where early interventions are needed to support families in need by closely monitoring children and highlighting any emerging issues. If necessary, and with appropriate consent, information is shared and/or meetings are convened with other professionals to support effective early help assessments for the child and family.

Children in Need

Children who are defined as 'in need', under section 17 of the Children Act 1989, are those whose vulnerability is such that they are unlikely to reach or maintain a satisfactory level of health or development, or their health or development will be significantly impaired, without the provision of services. This includes those children with a disability.

Significant Harm

Some children are in need because they are suffering or likely to suffer significant harm. The concept of significant harm is the threshold that justifies compulsory intervention in family life in the best interests of the child, and gives the Local Authority a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer, significant harm.

Safe Practice

At Stoneferry Primary School we have adopted a whole school ethos whereby we are all fully committed to ensuring that our policies and procedures and safe working practice ensures our pupils are safe. As part of our whole school ethos staff:

- Are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- Work in an open and transparent way.
- Discuss and/or take advice from school management over any incident which may give rise to concern.
- Record any incidents or decisions made.
- Apply the same professional standards regardless of gender or sexuality.
- Are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

Safer Recruitment and Selection

The school pays full regard to DfE guidance 'Keeping Children Safe in Education'. We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references and checking previous employment history. It also includes undertaking interviews and, where appropriate, undertaking Children's Barred List check and Disclosure and Barring Service checks.

Statutory changes, underpinned by regulations, are that:

- A Disclosure and Barring Service Enhanced Disclosure is obtained for **all** new paid appointments to the school's workforce.
- A Disclosure and Barring Service Disclosure is obtained for volunteers (including governors) working regularly in school.
- Any contracted staff are Disclosure and Barring Service checked where appropriate.
- A single central record detailing a range of checks carried out on all staff and volunteers will be kept.
- All new appointments to the school workforce who have lived outside the UK are subject to additional checks as appropriate
- Supply staff will undergo the necessary checks.

The Headteacher (Mr Raw) and Mrs Morgan have undertaken the Safer Recruitment training. One of the above will be involved in all staff appointments and volunteer arrangements.

A person who is barred from working with children or vulnerable adults will be breaking the law if they work or volunteer, or try to work or volunteer with those groups. If Stoneferry Primary knowingly employs someone who is barred to work with those groups they will also be breaking the law. If there is an incident where a member of staff or volunteer has to be dismissed because they have harmed a child, or would have been if they had not left, Stoneferry Primary will notify the Disclosure and Barring Service.

School Training and Staff Induction

The school's senior member of staff with overall responsibility for child protection is Jon Raw. The designated safeguarding Lead is Mandi Morgan and she undertakes regular child protection training at 2 yearly intervals. The Headteacher and all other school staff, including non teaching staff, undertake appropriate induction training to equip them to carry out their responsibilities for child protection effectively, this is refreshed every 3 years.

All staff (including temporary staff and students) are provided with the school's child protection policy and informed of the school's child protection arrangements on induction. This information is given via a staff handbook and the relevant sections of the Keeping Children Safe in Education document (Part 1)

Support, Advice and Guidance for Staff

Child protection and the safeguarding of pupils is the responsibility of everyone working in school. Staff will be supported and advised by the Child Protection Coordinator/Lead/Officer on child protection issues and procedures. The Child Protection Coordinator will be supported by the Headteacher and nominated governor (Miss L Gadd). Advice and support is always available from the appropriate Children's Social Care team. The school recognises that it is essential to establish positive and effective working relationships with other agencies to promote a safe and supportive environment e.g. LA, Social Care, Police and Health. Any member of staff can make a referral to Social Services, but this would only be in extreme emergencies when the child protection lead was not available.

Staff must immediately report:

- Any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play.
- Any explanation given which appears inconsistent or suspicious.
- Any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play).
- Any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment.
- Any concerns that a child is presenting signs or symptoms of abuse or neglect, including FGM, child sex exploitation, radicalisation, Peer on peer abuse etc.
- Any significant changes in a child's presentation, behaviour, including non-attendance.
- Any hint or disclosure of abuse from any person.
- Any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present).

How to handle disclosures

Disclosures or information may be received from pupils, parents or other members of the public. We recognise that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity. Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated person and make a record of the disclosure. Staff should log any disclosures on the

electronic CPOMs system. Forms for staff who may not have log on details to CPOMs are able to make a written record of their concerns. These forms are available from Mandi Morgan or from the staffroom. Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated person in order that she can make an informed decision of what to do next.

Staff will:

- Listen to and take seriously any disclosure or information that a child may be at risk of harm.
- Clarify the information.
- Try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?'
- Try not to show signs of shock, horror or surprise.
- Not express feelings or judgements regarding any person alleged to have harmed the child.
- Explain sensitively to the person that they have a responsibility to refer the information to the senior designated person.
- Reassure and support the person as far as possible.
- Explain that only those who 'need to know' will be told explain what will happen next and that the person will be involved as appropriate.

Action by the Child Protection Lead (or other senior person in their absence)

Following any information raising concern, the senior designated person will consider:

- Any urgent medical needs of the child making an enquiry to ensure that child is not on child protection database.
- Discussing the matter with other agencies involved with the family.
- Consulting with appropriate persons e.g. child protection teams.

Then decide:

- Wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk.
- Whether to make a child protection referral to Children's Social Care – EHASH team because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately.

OR

- Not to make a referral at this stage.
- If further monitoring is necessary.
- If it would be appropriate to undertake an assessment and/or make a referral for other services, eg the Police (FGM) or the Prevent Team.

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to social care will be accompanied by a standard referral form.

Seeking Consent for a Referral

Professionals should discuss any concerns with the family (including the child where appropriate) and where possible seek their agreement to making referrals to Children's Social Care – EHASH team. This should only be done where such discussion and agreement seeking will not place the child at an increased risk of significant harm.

So in general where concerns about a child relate to Section 17 children 'in need' (Children Act 1989) consent should be sought from the parents, carer or children where appropriate prior to a referral being made to Children's Social Care – EHASH team (accesspodgc@hullcc.gcsx.gov.uk) using a password protected email

It should be noted that parents, carers or child may not agree to information being shared, but this should not prevent referrals where child protection concerns persist. The reasons for dispensing with consent from the parents, carer or child should be clearly recorded.

In cases where an allegation has been made against a family member living in the same household as the child and it is your view that discussing the matter with the parent would place the child at risk of harm, or where discussing it may place a member of staff/volunteer at risk, consent does not have to be sought prior to the referral being made.

If you are unsure about whether to seek parental consent prior to a referral being made then seek advice from the duty social worker at the relevant Locality POD.

Making a Referral

Referrals of all children in need, including those where there are child protection concerns will be made to:

Hull – To Children's Social Care – Children's Social Care – EHASH team or Police Public Protecting Vulnerable People Unit. Contact number: 448879.

East Riding – By telephoning the Call Centre/Children's Social Care or Police Family Protection Team

Out of Hours – To the relevant Emergency Duty Team

All referrals made by telephone need to be followed up in writing within 48 hours.

The Child Protection Lead/Headteacher should make the referral as appropriate.

Record Keeping and Monitoring

The school's main system for recording child protection or safeguarding concerns is CPOMS. All staff have a secure log on for this system. Key staff hold a merilock key which enables them to access all records.

School will record:

- Information about the child: name (aka) address, d.o.b., those with parental responsibility, primary carers, emergency contacts, names of persons authorised to collect from school, any court orders, if a child is or has been subject to a Child Protection Plan.
- Key contacts in other agencies including GP details.
- Any disclosures/accounts on cause for concern forms (green) with Mrs Morgan/in the staffroom for members of school staff who have not been allocated a CPOMs log in.
- All concerns, discussions, decisions, actions taken to recorded on CPOMs.

All records should be objective and include:

- Statements, facts and observable things (what was seen/heard).
- Diagram indicating position, size and colour of any injuries (not photograph).
- Words child uses, (not translated into 'proper' words).
- Non-verbal behaviours.

All C.P. documents will be retained in relevant files in the headteacher's office or on the school's electronic record keeping system, CPOMS. Documents are kept secure at all times and are only accessible by key members of staff. Records will be copied and transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Designated Senior Person Child Protection'.

We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Child Protection Coordinator will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child.

Roles and Responsibilities**Governing Body should ensure that:**

- They are fully aware of the Keeping Children Safe in Education document (2016).
- The school has a child protection policy and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request.
- The school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children.
- The school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority.
- A senior member of the school's leadership team is designated to take lead responsibility for child protection – Head Teacher
- Staff undertake appropriate child protection training.
- They remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements.

- The Governor with responsibility for Child Protection is Mrs Gadd. The designated Governor meets with the schools CPL at regular intervals throughout the year

Headteacher should ensure that:

- The policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff.
- Sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies.

Child Protection Lead should ensure that:

- All staff have access to and understand the school's child protection policy.
- All staff have refresher training annually.
- The child protection policy is updated and reviewed every two years and work with the governing body regarding this.
- Parents are made aware of the child protection policy which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later.
- Cases of suspected abuse or allegations are referred to the relevant investigating agencies.
- They act as a source of support, advice and expertise within the educational establishment.
- They liaise with the headteacher to inform him/her of any issues and ongoing investigations and ensure there is always cover for this role.
- They maintains up to date knowledge around early help and other intervention services

Allegations against Staff Members / Volunteers

Any member of staff or volunteer who has concerns about the behaviour or conduct of another individual working with in the group or organisation will report the nature of the allegation or concern to the Headteacher immediately. The member of staff who has a concern or to whom an allegation or concern is reported should not question the child or investigate the matter further. The Headteacher will report the matter to the Local Authority Designated Officer (LADO).

In the case that the concern or allegation relates to the Headteacher, the Child protection lead or a member of the school leadership team the Chair of Governors should be contacted. The Chair of Governors will report the matter to the LADO.

In cases where there is an immediate risk to any child or young person, the information must be passed to Local Authority EHASH/Children's Social Care or the Police, as soon as possible.

An allegation is defined as where:

It is alleged that a person who works with children has:

- Behaved in a way that has harmed a child, or may have harmed a child.
- Possibly committed a criminal offence against or related to a child.
- Behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

Responding to a complaint or an allegation

The person to whom an allegation or concern is reported should not question the child or investigate the matter further and should:

- Treat the matter seriously
- Avoid asking leading questions and keep an open mind.
- Communicate with the child (if the complainant) in a way that is appropriate to the child's age, understanding and preferred language or communication style.
- Make a written record of the information (where possible in the words a child used), including:
 - When the alleged incident took place (time and date).
 - Who was present (witnesses).
 - What was said to have happened.
- Sign and date the written record.
- Report the matter immediately to the Local Authority Designated Officer.

N.B. Children/young people must not be asked to produce or sign any statement. This could undermine any potential investigation.

Stoneferry Primary adheres to the Department for Education, Keeping Children Safe in Education, 2016.

N.B. It is a criminal offence under the Education Act 2011 to name a teacher who has had an allegation made against them before they are charged by the Police. This includes all stakeholders and parents, and any form of disclosure, i.e. social networking sites, speaking with the press, playground or staffroom 'gossip', etc.

Staff & Volunteer Self Protection

Adherence to guidelines on self protection for staff and volunteers working with children and young people can avoid vulnerable situations where false allegations can be made. We aim to:

- to avoid situations where a staff member or volunteer is on their own with a child.
- In the event of an injury to a child, accidental or not, ensure that it is recorded in line with school policy.
- Keep written records of any allegations a child makes against staff and volunteers and report in line with the Child Protection Policy.

- If a child or young person touches a staff member or volunteer inappropriately record what happened immediately and inform the child protection Lead.
- Adhere to the Stoneferry Primary School policy on behaviour management and national guidance on Safe Working Practice for Adults who Work with Children, 2015

Procedures for Peer on Peer Abuse

Sexual harassment

Sexual harassment creates an atmosphere that, if not challenged, can normalise inappropriate behaviour and provide an environment that may lead to sexual violence. These behaviours should never be tolerated, passed off as 'banter' or part of growing up.

- When a report of sexual harassment is made, a factual record should be made. It is important to take into account the wishes and feeling of the alleged victim.
- The Designated Safeguarding Lead should be made aware, and along with Senior Leaders, a decision made on most appropriate course of action, as per the academy's Anti-Bullying or Behaviour policy.
- Parents of all the children concerned will be contacted and informed of the nature of the incident.
- Pastoral support will be offered to all affected parties.
- Where cases are proven, appropriate sanctions, as outlined in the behaviour policy, will be applied.
- Decisions, reasons for decision, actions and outcomes should be accurately recorded and retained on CPOMS

Allegations of sexual violence

- When an allegation is made, the Designated Safeguarding Lead should be informed immediately.
- A factual record must be made, but no attempts should be taken to investigate the circumstances, at this stage.
- If required, the Designated Safeguarding Lead will contact EHASH, or in cases where an alleged criminal offence has been committed, Humberside Police. Advice will be sought on how to proceed and academy will follow the recommended actions. Advice should also be taken on notifying the alleged perpetrator and parents of both parties.
- The Designated Safeguarding Lead will make an accurate record of the concern, the discussions, recommendations and any outcomes. A copy of the record will be retained on CPOMS
- Pastoral support will be offered to all affected parties.
- It may be appropriate to exclude the pupil being complained about for a period of time, according to our behaviour policy.
- Where EHASH nor the police accept the complaint, a thorough internal investigation should take place into the matter.

- In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative supervision plan. This plan should be monitored and a date set for a follow-up evaluation.

Though our broad and balanced curriculum, we will educate pupils about keeping themselves safe, and how to build respectful relationships.

Further DfE guidance on managing Sexual violence and sexual harassment between children in schools and college can be found at:

[Sexual violence and sexual harassment between children in schools and colleges- Gov.uk](#)

Code of Practice

All staff/volunteers and where applicable children – adhere to these guidelines:

Stoneferry Primary School codes of practice include the following:

Staff/Volunteers/children should always:

- Take all allegations, suspicions or concerns about abuse that a young person makes seriously (including those made against staff) and report them through the procedures.
- Provide an opportunity and environment for children to talk to others about concerns they may have.
- Provide an environment that encourages children and adults to feel comfortable and confident in challenging attitudes and behaviours that may discriminate others.
- Risk assess situations and activities to ensure all potential dangers have been identified.
- Treat everyone with dignity and respect.
- Staff/volunteers/children should not:
 - Permit or accept abusive or discriminatory behaviour.
 - Engage in inappropriate behaviour or contact in or outside of school.
 - Use inappropriate or insulting language.
 - Show favouritism to anyone.
 - Undermine or criticise others.
 - Give personal money.

Mobile phones and cameras

All staff and Volunteers must switch off mobile phones or turn them onto silent when in school. Phones are only to be used in permitted in designated “safe zones” Staff must not use mobile phones in rooms where children are present, including those where children are cared for. It is appropriate to take photographs of children to capture a curriculum activity or a celebration of school life using school equipment providing we have permission to do so from the parents. Staff must not, however,

use their personal mobile phone, camera (still or moving images) or other devices to take, edit or store images of children from this school.

Safeguarding Information for pupils

The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm. P.S.H.E. lessons are used to discuss ways of keeping safe and strategies for dealing with issues. Pupils throughout the school participate in activities during the annual 'Anti-bullying' and internet safety weeks.

Who Abuses Children?

Children may be abused in a family or in an institutional or community setting; by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children.

Categories of Abuse

As in the Children Acts 1989 and 2004, a **child** is anyone who has not yet reached his/her 18th birthday.

Harm Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another; **Development** means physical, intellectual, emotional, social or behavioural development; **Health** includes physical and mental health; **Ill-treatment** includes sexual abuse and other forms of ill-treatment which are not physical.

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

Recognition of harm

The harm or possible harm of a child may come to your attention in a number of possible ways:

1. Information given by the child, his/ her friends, a family member or close associate.
2. The child's behaviour may become different from the usual, be significantly different from the behaviour of their peers, be bizarre or unusual or may involve 'acting out' a harmful situation in play.
3. An injury which arouses suspicion because:
 - It does not make sense when compared with the explanation given.
 - The explanations differ depending on who is giving them (e.g. differing explanations from the parent/carer and child).
 - The child appears anxious and evasive when asked about the injury.
4. Suspicion being raised when a number of factors occur over time, for example, the child fails to progress and thrive in contrast to his/her peers.

5. Contact with individuals who pose a 'risk to children' ('Guidance on Offences Against Children', Home Office Circular 16/2005). This replaces the term 'Schedule One Offender' and relates to an individual that that has been identified as presenting a risk or potential risk of harm to children. This can be someone who has been convicted of an offence listed in Schedule One of the Children and Young Person's Act 1933 (Sexual Offences Act 2003), or someone who has been identified as continuing to present a risk to children.

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 and clothing, 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 caretakers);
- Ensure access to appropriate medical care or treatment.

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

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.

Sexual Abuse

Involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

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 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 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.

Peer on peer abuse – Allegations against other pupils which are safeguarding issues

Stoneferry Primary School believes that abuse is abuse and it will never be tolerated, dismissed or minimised.

Occasionally, allegations may be made against pupils by others, which are of a safeguarding nature. Although research shows that girls are more likely to be victims of peer on peer abuse, staff should remain open minded and acknowledge that this form of abuse can affect any pupil within our school.

Peer on peers abuse usually manifests as one, or a combination of the following:

- **Bullying**
If a child is suffering or at risk of significant harm, a bullying incident should be addressed as a child protection concern. Bullying can take different forms, including physical, verbal, cyber, racist, religious, cultural and homophobic bullying.
- **Domestic Abuse**
Teenage relationships abuse involves controlling, coercive, threatening behaviour and violence. It can be psychological, physical, sexual, financial and/or emotional in nature.
- **Child Sexual Exploitation (CSE)**
Defined as an individual or group taking advantage of an imbalance of power to coerce, manipulate or deceive a child or young person into sexual activity.
- **Harmful sexual behaviour**
Involves a child engaging in discussions or acts that are inappropriate for their age or stage of development, whether online or offline. It includes sexualised language or role play, viewing pornography, sexual harassment and sexual violence. It also includes 'sexting'.
- **Sexual Harassment**
This is unwanted conduct of a sexual nature, which can include sexual comments, sexual "jokes" or taunting, physical behaviour or online sexual harassment.
- **Sexual Violence**
This includes rape, assault by penetration or sexual assault, as defined by the Sexual Offences Act 2003.

Reports of peer on peer abuse are likely to be complex and require difficult professional judgements to be made. However, if a pupil has been harmed, is in immediate danger, or is at risk of significant harm, basic safeguarding principle, as outlined in this policy, should be applied.

Honour Based Abuse – Honour based violence is the term used to describe murders in the name of so-called honour, sometimes called 'honour killings'. These are murders in which predominantly women are killed for perceived immoral behaviour, which is deemed to have breached the honour code of a family or community, causing shame.

A child who is at risk of honour based violence is at significant risk of physical harm (including being murdered) and/or neglect, and may also suffer significant emotional harm through the threat of violence or witnessing violence directed towards a sibling or other family member

For a child to report to any agency that they have fears of honour based violence in respect of themselves or a family member requires a lot of courage, and trust that the member of staff they disclose to will respond appropriately. Specifically, under no circumstances should the school allow the child's family or social network to find out about the disclosure, so as not to put the child at further risk of harm.

All reported cases must be immediately reported to the Safeguarding Lead or Head teacher. Further action from the Safeguarding Lead should be in a similar way to cases of honour violence as with domestic violence and forced marriage (i.e. in facilitating disclosure, developing individual safety plans, ensuring the child's safety by according them confidentiality in relation to the rest of the family, completing individual risk assessments etc).

Where a child discloses fear of honour based violence, the schools response should include

- Seeing the child immediately in a secure and private place;
- Seeing the child on their own;
- Explaining to the child the limits of confidentiality;
- Asking direct questions to gather enough information to make a referral to LA children's social care and the police, including recording the child's wishes;
- Working with the appropriate agencies, develop an emergency safety plan
- Record all discussions and decisions (including rationale if no decision is made to refer to LA children's social care).

Domestic Violence – Children and young people can suffer directly and indirectly if they live in a household where there is domestic violence. It is likely to have a damaging effect on the health and development of children. The amendment made in section 120 of the Adoption and Children Act 2002 to the Children Act 1989 clarifies the meaning of harm to include, for example, impairment suffered from seeing or hearing the ill-treatment of another. This can include children witnessing violence in the home. Domestic violence has an impact in a number of ways:

- It can pose a threat to the physical well being of an unborn child, if a mother is kicked or punched.
- Children may suffer injuries as a result of being caught up in violent episodes.
- Children become distressed by witnessing the physical and emotional suffering of a parent.

- The physical and psychological abuse suffered by the adult victim can have a negative impact upon their ability to look after their children.
- The impact of domestic violence is exacerbated when the violence is combined with problematic alcohol or drug use.
- People working with children should also be alert to the frequent inter-relationship between domestic violence and the abuse and neglect of children.

Operation Encompass Operation Encompass is a Police and Education early intervention safeguarding partnership, which supports children and young people exposed to domestic abuse. Working together to safeguard children, the Police will inform the academy's 'Key Adults' about any domestic abuse incident, where the child or young person has been present or exposed to domestic abuse. Information shared enables the academy to provide appropriate support through overt or silent intervention, dependent upon the needs and wishes of the child.

Bullying – This can be defined as deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to defend themselves. It can take many forms, but the three main types are physical (e.g. hitting, kicking, theft), verbal (e.g. racist or homophobic remarks, threats, name calling) and emotional (e.g. isolating an individual from activities and social acceptance of their peer group). The damage inflicted by bullying can be underestimated. It can cause considerable distress, to the extent that it can affect health and development and at the extreme significant harm. There is also Cyberbullying which is bullying through information and communication technologies, mediums such as mobile phone text messages, emails, phone calls, internet chat rooms, instant messaging – and the latest trend – social networking websites such as Facebook, Twitter, Instagram. Cyberbullying is where technology is used to harass, threaten, embarrass, or target another person. (Refer to the school's E-Safety policy)

Radicalisation and Extremist behaviour - At Stoneferry Primary School we assist our children to become more resilient to the messages of violent extremists through creating an environment where all young people learn to understand others, value and appreciate diversity and develop skills to be able to debate. Through the balanced curriculum we offer we will help young people learn and explore the values of different faiths in cultures.

Child Sexual Exploitation - Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. The presence of any significant indicator for sexual exploitation should trigger a referral to Children's Social Care EHaSH.

Significant indicators:

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity)
- Entering and/or leaving a vehicle driven by an unknown adult
- Possessing unexplained amounts of money, expensive clothes, or other items
- Frequenting areas known for risky activities
- Being groomed or abused via the internet and mobile technology and,
- Having unexplained contact with hotels, taxi companies, and fast food outlets

Female Genital Mutilation - This is against the law yet for some communities it is considered a religious act and cultural requirement. Therefore, if it is carried out either within the UK or arrangements are made for the child to go abroad, with the intention of having this procedure, the school have a duty to inform either the police or Children's Social Care. Similarly if staff become aware that this procedure has been carried out, following a direct disclosure for a young person, then there is a legal duty to inform the police, as soon as possible under the Serious Crime Act 2015. Staff at Stoneferry have received training in FGM.

Refer to HSCB guidance for practitioners

County Lines - County lines' is the term used to describe the approach taken by gangs originating from large urban areas and cities, who travel to locations elsewhere such as smaller rural county or coastal towns and then typically sell and supply class A drugs, such as heroin and cocaine. The gangs recruit children and vulnerable adults through a variety of means, such as using deception, intimidation, violence, debt bondage and grooming (often sexual).

Children continue to be exploited by County Lines gangs. Although child sexual abuse and exploitation are not the driving factor where a gang has established a County Lines base, there is a clear link of sexual abuse and exploitation where a County Lines takeover exists.

SEND - We are an inclusive school and recognise that SEND children have exactly the same human rights to be safe from abuse and harm as non-SEND children.

We actively try to remove any barriers to learning and participation that may disadvantage children. We acknowledge that children with SEND are especially vulnerable to all types of abuse and are statically more likely to be targeted due to difficulties they may face in communicating what is happening to them. Therefore, we ensure that SEND children are responded to carefully when they have, or show signs of concern. We feel it is particularly important that all staff and volunteers are fully informed and adequately trained in order to protect vulnerable groups.

Children Missing from Education (CME)

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 Stoneferry Primary we will encourage the full attendance of all our pupils. Where we

have concerns that a child is missing from education we will follow the local authority protocols and refer to the Education Welfare Service, CME Officer who will make reasonable efforts to identify the child's whereabouts.

The child will not be removed from our school roll until notified by the CME officer that it is appropriate to do so.

(Ref: Attendance policy and Local Authority CME protocols)

Signs and Symptoms

1. Signs of Neglect

- constant hunger
- poor personal hygiene

- constant tiredness
- poor state of clothing
- emaciation
- frequent lateness or non-attendance at school
- untreated medical problems
- destructive tendencies
- low self-esteem
- neurotic behaviour
- no social relationships
- running away
- compulsive stealing or scavenging
- developmental delays – poor progress in attainment
- poor growth, weight loss or indifferent gain
- poor general health
- skin lesions with infected areas

2. Signs of Physical Abuse

- unexplained injuries or burns, particularly if they are recurrent, bruises to the neck may indicate attempted strangulation
- improbable excuses given to explain injuries
- refusal to discuss injuries

- untreated injuries
- admission of punishment which appears excessive
- bald patches
- withdrawal from physical contact
- arms and legs kept covered in hot water
- fear of returning home
- fear of medical help
- self-destructive tendencies
- aggression towards others
- running away

3. Signs of Sexual Abuse

- sudden changes in behaviour or school performance
- displays of affection in a sexual way inappropriate to age
- inappropriate sexual knowledge, sexual drawing, discussion and re-enactment with doll and friends
- tendency to cling or need re-assurance
- tendency to cry easily
- regression to younger behaviour, such as thumb-sucking, playing with discarded toys, acting like a baby
- complaints of genital itching or pain, presence of oral, anal or vaginal venereal disease
- distrust of a familiar adult, or anxiety about being left with a relative, a babysitter or lodger
- unexplained gifts of money
- depression and withdrawal
- apparent secrecy
- wetting, day or night
- sleep disturbances or nightmares
- embarrassment at school, e.g. reluctance to undress for showers or games

4. Signs of Emotional Abuse

- physical, mental and emotional development lags
- admission of punishment which appears excessive
- over-reaction to mistakes
- continual self-deprecation
- sudden speech disorders
- fear of new situations
- inappropriate emotional responses to painful situations
- neurotic behaviour (for example rocking, hair-twisting, thumb sucking)
- self-mutilation
- fear of parents being contacted
- extremes of passivity or aggression
- drug/solvent abuse
- behaviour disorders
- poor self-image, lack of confidence, insecurity
- lethargy and depressions – tiredness, loss of vitality
- absenteeism or repeated lateness for school
- running away from home
- wetting and soiling
- compulsive stealing, scavenging

Mrs Morgan is also the 'Well Being' Person for Vulnerable Pupils'. Pupils who staff identify as being potentially vulnerable will be assigned time to spend with her.

All staff have a Level 1 Safeguarding certificate. Staff will be due to refresh this in September 2019

Review

This policy has been written in line with guidance from the Hull Safeguarding Children Board and 'Keeping Children Safe in Education'.

This policy was reviewed by the Head Teacher, and the Child Protection and Safeguarding Lead.

Next review date summer 2019 or sooner, if required.

Name amendments to this policy made 02.05.19

Non-accidental injuries

Bruises likely to be:

Frequent

Patterned e.g. finger and thumb marks

Old and new in same place (note colour)

In unusual position (see chart)

Consider:

Developmental level of the child and their activities

May be more difficult to see on darker skins

Burns and scalds likely to have:

Clear outline

Accidental injuries

Bruises likely to be:

Few but scattered

No pattern

Same colour and age

Consider:

Age and activity of child e.g. learning to walk

May be confused with birthmarks or other skin conditions

Burns and scalds likely to be:

Treated

Splash marks around burn area
Unusual position e.g. back of hand Indicative shapes e.g. cigarette burns, bar of electric fire

Injuries suspicious if:

Bite marks
Fingernail marks
Large and deep scratches
Incisions e.g. from razor blades

Fractures likely to be:

Numerous – healed at different times

Consider:

Age of child, always suspicious in babies under two years old

Delay in seeking treatment

Sexual abuse may result in:

Unexplained soreness, bleeding or injury in genital or anal area
Sexually transmitted disease e.g. warts, gonorrhoea

Easily explained
May be confused with other conditions e.g. impetigo, nappy rash

Injuries likely to be:

Minor and superficial
Treated
Easily explained

Fractures likely to be:

Of arms and legs
Seldom on ribs except for road traffic accidents

Rare in very young children

May rarely be due to "brittle bone syndrome"

Genital area:

Injury may be accidental (seek expert opinion)
Soreness may be nappy rash or irritation e.g. from bubble bath
Anal soreness may be due to constipation or threadworm infestation