



MAIDENHILL SCHOOL

SAFEGUARDING CHILDREN (CHILD PROTECTION) POLICY

**MANAGEMENT RESPONSIBILITY: Assistant Headteacher
(Student Welfare and Guidance)**

RATIFIED: 19th September 2024

**AUTHORISED SIGNATORY: _____
Eric Dawson, Chair of Governors**

**REVIEW DUE: September 2025
Policy allocation: Safeguarding Governor**

Maidenhill School Governing Body recognises 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 there are adequate arrangements within our school to identify, assess and support those students who may be suffering harm. This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002 and in line with statutory guidance: 'Working together to safeguard children' (DfE 2018) and 'Keeping children safe in education' (DfE 2024). This policy also takes on board procedures and guidance set out by Gloucestershire Safeguarding Children Partnership (GSCP).

Safeguarding is defined as protecting children from maltreatment, preventing impairment of health and/or development, ensuring that children grow up in the provision of safe and effective care and taking action to enable all children to have the best life chances.

This Child Protection Policy and Procedures document forms part of a suite of documents and policies which relate to the safeguarding responsibilities of this school. **In particular this policy should be read in conjunction with the Safer Recruitment Policy, Guidance for Safer Working Practice, Supporting Students with Medical Needs Policy, Behaviour and Anti-Bullying Policy, Staff Handbook and ICT Acceptable Usage Policy. This policy also directly links to South West Child Protection Procedures ([Proceduresonline.com](https://www.proceduresonline.com))**

Maidenhill recognises that all adults, including supply staff, volunteers, non-teaching staff and governors, have a full and active part to play in protecting our students from harm, and that the welfare of each student is of paramount importance. This includes a commitment to ensuring that all students feel confident that any concerns they may have will be listened to and acted upon. All staff believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, moral, spiritual and cultural development of each individual student as well as their academic progress.

Maidenhill aims to create an environment that deters and prevents abuse and will always challenge inappropriate behaviour. We aim to have a culture of vigilance amongst staff and students and that ANY concerns are reported. This will serve as an environment and culture to protect young people from harm.

All students will be listened to and taken seriously, the voice of the child is paramount. ALL victims will be supported and kept safe. ANY student reporting an incident will understand that they are not creating a problem by making a report of ANY type. No victim of any incident, offence or crime will be made to feel ashamed. It is the responsibility of ALL staff to uphold this.

As part of Maidenhill School’s commitment to keeping children safe we have signed up to implement the principles and aims of the Gloucestershire Encompass Model.

In signing up to Gloucestershire Encompass the Governing Body and Senior Leadership Team:

- Endorse the Gloucestershire Encompass Model and support the Key Adults in our school to fulfil the requirements of the Gloucestershire Encompass Protocol.
- Promote and implement Gloucestershire Encompass processes and use these in accordance with internal safeguarding children processes.
- Recognise the sensitive nature of the information provided and ensure that this is retained in accordance with the principles of data protection.

Purpose of Safeguarding Policy	<ul style="list-style-type: none"> ➤ To inform staff, parents, volunteers and Governing Body members about the school’s responsibilities, processes and procedures for safeguarding students. ➤ To enable everyone to have a clear understanding of how these responsibilities should be carried out so that policy and practice are running in parallel.
GSCP	<ul style="list-style-type: none"> ➤ Maidenhill follows the procedures established by the Gloucestershire Safeguarding Children Partnership (Gloucestershire Safeguarding Children Partnership (GSCP) - Gloucestershire Safeguarding Children Partnership) which also provide regular email alerts and training to Maidenhill staff. All staff are encouraged to visit this live, regularly updated website which guides and informs school.
All MAIDENHILL Staff & Volunteers	<ul style="list-style-type: none"> ➤ All staff have a responsibility to provide a safe environment in which students can learn. ➤ Staff and volunteers are particularly well placed to observe possible outward signs of abuse, changes in behaviour and failure to develop because they have daily contact with students.
Mission Statement	<p>Maintain and continue to create an environment in which all students feel safe, secure, valued and respected and where they can learn and fully develop.</p> <p>Establish and maintain an environment where students are encouraged to talk, and are listened to when they have a worry or concern. Ensure students know they can approach staff if they are worried.</p>

	<p>Establish and maintain an environment where school staff, Supply staff, temporary staff and volunteers are encouraged to share and are listened to when they have concerns about the safety and well-being of a student.</p> <p>Ensure that all staff know the procedures for reporting a concern or making a child protection referral and that staff are well equipped to spot signs of abuse or a child in need of early help for a variety of reasons.</p> <p>Ensure that any students who have been abused will be supported in line with a child protection plan, where deemed necessary.</p> <p>Include opportunities in the curriculum for students to develop the skills they need to recognise and stay safe from abuse or from other areas of risk as part of a broad and balanced curriculum. Ensure our students are equipped with the skills they need to keep themselves safe.</p> <p>Contribute to the Spiritual, Moral, Social and Cultural (SMSC) development of students as well as other key aspects of a young person's well-being (being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic well-being).</p> <p>To ensure that we have suitable staff working within our school by adhering stringently to safer recruitment processes and ensuring any unsuitable behaviour is reported and managed quickly using the Allegations Management procedures.</p> <p>Ensure all staff members maintain an attitude of 'it could happen here' where safeguarding is concerned and that when issues arise about the welfare of a student, staff members always act in the interests of the student.</p> <p>To ensure that within Maidenhill School, there is an understanding that safeguarding is the responsibility of EVERYONE. If at any point there is immediate risk of serious harm to a student a referral must be made to social care immediately or dial 999. Anybody can make a referral.</p>
<p>Implementation, Monitoring and Review of the Policy</p>	<p>The policy will be reviewed annually by the Governing Body. Compliance with the policy will be monitored by the Designated Safeguarding Lead and through staff performance measures. Our Safeguarding Policy and Procedures will also be monitored and evaluated by: Governing Body members; SLT , discussions with students and staff; Student surveys and questionnaires; Scrutiny of Attendance data; Scrutiny of a range of risk assessments; Logs of bullying/racist/behaviour incidents for SLT to monitor; Review of any parental concerns and parent questionnaire; School council meetings; GSCP/GCC schools annual safeguarding audit document.</p>

Statutory Framework

In order to safeguard and promote the welfare of students, we will act in accordance with the following legislation and guidance:

- The Children Act 1989
- The Children Act 2004
- Education Act 2002 (section 175)
- The Education (Pupil Information) (England) Regulations 2005
- Gloucestershire Safeguarding Children Partnership (Inter-agency Child Protection and Safeguarding Children Procedures) (Electronic – live online – [Gloucestershire Safeguarding Children Partnership \(GSCP\) - Gloucestershire Safeguarding Children Partnership](#))
- Keeping Children Safe in Education (DFE 2023)
- Working Together to Safeguard Children (DfE 2018)
- What to do if you are worried a child is being abused (2015 advice for practitioners)
- Working Together to Safeguard Children (DfE 2018) requires all schools to follow the procedures for protecting children from abuse which are established by the Gloucestershire Safeguarding Children Partnership. Schools are also expected to ensure that they have appropriate procedures in place for responding to situations in which they believe that a student has been abused or are at risk of abuse - these procedures should also cover circumstances in which a member of staff is accused of, or suspected of, abuse.

Furthermore, Keeping Children Safe in Education (DfE April 2023) places the following responsibilities on all schools:

- School staff are particularly important, as they are in a position to identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating.
- All staff have a responsibility to provide a safe environment in which children can learn.
- All 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.
- Any staff member who has any concerns about a child's welfare should follow the processes set out in KCSIE 2023. Staff should expect to support social workers and other agencies following any referral.
- Every school and college should have a designated safeguarding lead who will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.
- The designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.
- The Teachers' Standards 2012 state that teachers (which includes headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- All those involved with ANY safeguarding concern will ensure that the child's wishes and feelings are taken into account when determining what action to take and what services to provide
- Keeping Children Safe in Education (DfE 2023) also states:
Governing bodies and proprietors have a strategic leadership responsibility for their school's or college's safeguarding arrangements and must ensure that they comply with their duties under legislation. They must have regard to this guidance, ensuring policies, procedures and training in their schools or colleges are effective and comply with the law at all times

The Designated Safeguarding Leads (DSLs)

At MAIDENHILL the DSLs are as follows:

- DSL (Designated Safeguarding Lead) Mr A Hara, Assistant Head (Student Welfare and Guidance) ahara@maidenhill.gloucs.sch.uk
- DDSL (Designated Deputy Safeguarding Leads)
Mr A Rome, Deputy Head teacher, arome@maidenhill.gloucs.sch.uk
Mrs L Gough, SENCo, lgough@maidenhill.gloucs.sch.uk
[Miss S Martin, Assistant Head teacher, smartin@maidenhill.gloucs.sch.uk](mailto:smartin@maidenhill.gloucs.sch.uk)
- Nominated safeguarding champion and nominated member of the Governors for CIC (Children in Care). Mr E Dawson

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The DSL and or the DDSL's will ALWAYS be available to discuss safeguarding concerns.

The broad areas of responsibility for the designated safeguarding leads and deputy safeguarding leads are:**Managing referrals**

- Refer all cases of suspected abuse to the local authority children's social care team and to the Police (cases where a crime may have been committed).
- Liaise with the head teacher and inform her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- 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.
- Ensure effective records are kept in regards to safeguarding matters including keeping written records of concerns about students, even when there is no need to refer the matter immediately ('watching brief'). Ensure all records are kept securely; separate from the student main files in a locked cupboard.

Ensuring their own knowledge of safeguarding issues and procedures are up-to-date.

- The school's designated and deputy safeguarding leads receive appropriate annual training through the GSCP DSL Forums. Multi-agency training is also undertaken every two years in order to carry out their roles. The DSL has a job description in place so that he is clear about the roles and responsibilities. DSLs and DDSLs are also required to attend whole service CP/safeguarding updates every 3 years as well as participate in the annual (internal) CP/safeguarding updates. Additional online training is undertaken as advised by the GSCP.

Raising Awareness and encouraging ongoing vigilance:

- The Designated Safeguarding Lead and Deputy Designated Safeguarding Leads should ensure the safeguarding policy and associated policies and procedures are known by all staff and used appropriately.
- Ensure that, working with the Governing Body, the schools safeguarding policy is reviewed annually and that the procedures and implementation are updated and reviewed regularly.
- Ensure the safeguarding policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made.
- Link with the local GSCP to make sure staff are aware of training opportunities and the latest local policies and guidance on safeguarding.
- Where students leave the school ensure their child protection file is copied for any new school or college as soon as possible but transferred separately from the main student file.

- Organising child protection induction, and update training, for all school staff within the requisite timescales.
- Providing, with the Head teacher, an annual report for the Governing Body, detailing any changes to the policy and procedures; training undertaken by the DSLs, and by all staff and management committee members; number and type of incidents/cases, and number of students on the child protection register (anonymised).

The Governing Body

Governing Bodies must ensure that they comply with their duties under legislation. They must also have regard to this guidance to ensure that the policies, procedures and training in their schools or colleges are effective and comply with the law at all times.

The nominated governing body member for child protection is: Mr E Dawson

The responsibilities placed on governing bodies include:

- Their contribution to inter-agency working, which includes providing a coordinated offer of early help when additional needs of students are identified.
- Ensuring that an effective safeguarding policy is in place, together with a staff behaviour policy.
- Appointing a designated safeguarding lead who should undergo child protection training at least annually. (Deputy Designated Safeguarding Leads should be trained to the same standard).
- Prioritising the welfare of children and young people and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns.
- Making sure that students are taught about how to keep themselves safe.

Schools should have procedures (of which all staff are aware) for handling suspected cases of abuse of students, including procedures to be followed if a member of staff is accused of abuse, or suspected of abuse.

Prevention and Supporting students

We recognise that our school plays a significant part in the prevention of harm to our students by providing them with good lines of communication with trusted adults and an ethos of protection. Maidenhill staff and the Governing Body also recognise that because of the day to day contact with students, staff are well placed to observe the outward signs of abuse or other issues impacting a student (e.g. self-harm, low self-esteem, low-mood). The school community will therefore:

- Work to establish and maintain an ethos where students feel secure and are encouraged to talk and are always listened to.
- Include regular consultation with students e.g. through the school council, student questionnaires and involvement in anti-bullying week and other such events.
- Ensure that all students know there is an adult in school whom they can approach if they are worried or in difficulty.
- Provide opportunities across the curriculum, including in the curriculum (explicit SMSC/PSHE/SRE topics), which equip students with the skills they need to stay safe from harm and know whom they should turn to for help (e.g. telephone helplines). In particular this will include anti-bullying work, e-safety, and child exploitation.
- Include opportunities in the curriculum to prepare for public exams and transitions. These can be a time of great anxiety so considering additional emotional support for young people is important (offer

of early help) to keep students safe. Encouraging self-esteem and assertiveness through the curriculum whilst not condoning aggression or bullying.

- Liaising and working with all other services and agencies involved in safeguarding or supporting students where appropriate.
- Seeking **early help** for young people when concerns become apparent or notifying social care (via the Children's Helpdesk) as soon as there is a significant concern.

Maidenhill's context and prevention:

Our pastoral team are always on hand to listen to students who appear low in mood or ask for help. The students are all aware of the role which the LINKS team play and can speak with them as need requires.

Staff also recognise that students who have been abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. Maidenhill may be the only stable, secure and predictable element in the lives of children at risk. Their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the student through:

- The content of the curriculum.
- The School ethos which promotes a positive, supportive and secure environment and gives students a sense of being valued.
- The school Behaviour Policy which is aimed at supporting all students including vulnerable students in the school. School will ensure that the student knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the student such as social care, Early Help Team, Children and Adolescent Mental Health Services (CAMHS), Families First Team, Education, Entitlement and Inclusion Team (EEI Team) and Educational Psychology Service.
- Ensuring that, where a student who has a child protection plan leaves, their information is transferred to the new school immediately and that the student's social worker is informed.

Safe School, Safe Staff

- Maidenhill follows the procedures set out by the Gloucestershire Safeguarding Children Partnership and take account of guidance issued by the Department for Education to:
- Ensure we have a Designated Safeguarding Lead (DSL) and DDSL's (Deputy Designated Safeguarding Leads) who have received appropriate training and support for this role and a job description for their role in place.
- Ensure we have a designated teacher for CIC (Children in Care) and that this person is appropriately trained.
- Ensure we have a nominated Governing Body member responsible for child protection who has received appropriate training.
- Ensure we have a nominated member of the Governing Body who is responsible for CIC (Children in Care)
- Ensure every member of staff (including temporary and supply staff and volunteers) and the governors know the name of the designated senior staff responsible for child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection (or taking immediate action if appropriate).
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations on our school website.
- Notify the relevant social worker if there is an unexplained absence of more than two days of a student who has a Child Protection Plan (previously known as being on the child protection register.)

- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at child protection conferences and core groups.
- Keep written records of concerns about students, even where there is no need to refer the matter immediately.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer including supply or agency workers, contractors or governors.
- Ensure safe recruitment practices are always followed.
- **Ensure that all staff have read and understood this policy and AT LEAST part 1 of Keeping Children Safe in Education (2023).**
- **Ensure that all staff who work directly with children should also read Annex B AND Part 5 of Keeping Children Safe in Education (2023)**

Training to support this:

- All staff will have at least annual training on safeguarding and child protection updates through INSET days and whole school meetings. All staff will receive mandatory whole-service safeguarding children training (every 3 years as advised by Gloucestershire Safeguarding Children Partnership), so that they are knowledgeable and aware of their role in the early recognition of the indicators of abuse or neglect and of the appropriate procedures to follow.
- The Designated Safeguarding Lead delivers an annual update to all staff on safeguarding and child protection matters.
- Additional training opportunities are offered as the opportunities arise.
- Safeguarding and child protection matters are a standing agenda item for all Governing Body meetings, SLT meetings and whole-service meetings to ensure ongoing informal training, support and discussion occurs keeping the profile raised on safeguarding matters.
- All new staff receive safeguarding induction training within their first 7 days.
- All temporary staff, volunteers or agency staff receive a School safeguarding quick reference guide on day 1. They are also given access to a copy of this child protection policy and procedures as well as the safer working practice document on day 1.
- The Head teacher and DSL receive e-mails alerts from GCSP and if/when appropriate these are shared with staff at the earliest opportunity.

Responsibilities of all Staff

1.) All members of staff (and volunteers) must be familiar with, and constantly mindful of, the content of the following documents:

- The school safeguarding policy and procedures (this document)
- ‘Keeping Children Safe in Education: information for all school and college staff’ (DfE 2023)
- ‘Guidance for safer working practice for adults who work with children and young people’
- Safeguarding folder in “Staff Shared”
- Safer Working Practice

The above documents are given to staff and volunteers on induction and staff sign to say that they have read and received them. Other useful information, including the Safeguarding Children Handbook published by the Gloucestershire Safeguarding Children’s Partnership (GSCP), can be found online at www.gloucestershire.gov.uk/gscp/. Staff should be aware of this website.

At Maidenhill we all work together and all take responsibility for safeguarding. The designated senior staff for safeguarding are as in Section 3 of this policy.

2. All staff have a responsibility to identify and report suspected abuse and to ensure the safety and well-being of the students in the school. In doing so they should seek advice and support as necessary from the DSL/DDSL's and other senior staff members. **All staff should not assume that someone else is taking action and sharing information to safeguard a child.**

3. All Staff are expected to provide a safe and caring environment in which students can develop the confidence to voice ideas, feelings and opinions. Students should be treated with respect within a framework of agreed and understood behaviour.

4. All staff are also expected to:

- Undertake and engage with regular training on Child Protection and safeguarding. This includes safeguarding induction training, GSCP whole service child protection training every three years, annual safeguarding update training and online training as well as any additional training as directed by the Head Teacher or DSL.
- Be able to identify signs and symptoms of abuse
- Be able to identify students who may be in need of extra help or at risk of significant harm.
- Be able to support social workers in making decisions.
- Report concerns (including concerns about other staff/professionals) to the Designated Safeguarding Lead or other senior staff members as appropriate. In the case of any concerns about the Head/DSL this should be reported to Mr E Dawson (nominated safeguarding champion on the governing body).
- In the case of FGM (Female Genital Mutilation) a member of staff must personally report to the police a disclosure that FGM has been carried out (in addition to liaising with the DSL).
- Know how to make referrals to the children's helpdesk (if/when appropriate)
- Be aware of school's procedures and guidelines for safeguarding.
- Monitor and report as required on the welfare, attendance and progress of all students.
- Keep clear, dated, factual and confidential records of child protection concerns and share these with the DSL/DDSLs.
- Respond appropriately to disclosures from students (stay calm, reassure without making unrealistic promises, listen, avoid leading questions, avoid being judgemental and keep records).

Escalation

- If a member of staff is not happy with any decision made by the DDSL or the DSL then they should escalate their concerns to the head teacher. In the event that a member of staff still feels that their concerns have not been addressed appropriately this can then be referred to the chair of governors.

: Child on Child abuse, Child on child sexual violence and sexual harassment, serious violence

- All staff should recognise that children are capable of abusing their peers (including online).
- All staff should be clear about the policy and procedures with regard to peer on peer abuse as set out in this policy
- All suspected cases of peer on peer abuse must be reported via the usual reporting systems immediately to the DSL and DDSLs'
- Maidenhill will work with staff and students to minimise the risk of peer on peer abuse by utilising elements of the curriculum to educate and to identify how to report incidents.
- Students will be reminded of the reporting procedures and the various people (any staff member) that they can go to for help
- Any allegations of peer on peer abuse will be recorded electronically on the safeguarding system and investigated thoroughly
- Victims, perpetrators and any other children affected by peer on peer abuse will be supported in the appropriate way as per the context of the incident. This may also include parents

- Maidenhill recognises that even if there are no reported cases of peer on peer abuse, such abuse may still be taking place and is simply not being reported. With that staff need to be vigilant and may report following overhearing a conversation or noting behavioural changes
- Maidenhill has a zero-tolerance approach to abuse, and it will never be passed off as “banter”, “just having a laugh”, “part of growing up” or “boys being boys”
- Maidenhill recognises that it is more likely that girls will be victims and boys’ perpetrators, but all peer on peer abuse is unacceptable and will be taken seriously;
- Risk assessments may also be completed in some cases to consider whether there may have been other victims (case and context dependant)
- There are different forms of peer on peer abuse that can take, such as:
 - Bullying (including cyberbullying, prejudice-based and discriminatory bullying);
 - Abuse in intimate personal relationships between peers;
 - Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
 - Sexual violence and sexual harassment.
 - Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery):

Please click [here](#) for the link to Sexual violence and sexual harassment between children in schools and colleges (September 2021)

Serious Violence

All staff at Maidenhill should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as:

- being male,
- having been frequently absent or permanently excluded from school,
- having experienced child maltreatment and
- having been involved in offending, such as theft or robbery

Child Sexual Exploitation (CSE) and Child Criminal exploitation Maidenhill school recognises that both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults.

The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online

The Child Protection Referral Process
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Details of GSCP website and the Gloucestershire referral process can be found in the live handbook through the website (in the safeguarding children in education section') and found in the safeguarding file on "staff shared".

The GSCP (Gloucestershire Safeguarding Children's Partnership) website sets out all of the child protection referral processes and also all of the relevant forms. This is a live website and is regularly updated so should not be printed. [Gloucestershire Safeguarding Children Partnership \(GSCP\) - Gloucestershire Safeguarding Children Partnership](#)

If a member of staff thinks a child or young person is at immediate risk of significant harm they should contact the Children's Helpdesk on: 01452 426565 or in an emergency always call 999. Do not wait to discuss this with the DSL/DDSL but do report it afterwards.

In general, the following process applies:

1. A member of staff can always raise any concern with the DSL or DDSLs verbally. All safeguarding concerns should be logged via the safeguarding portal of the online software, Class Charts. This will alert the DSL & DDSL's immediately. In the event that the software is unavailable email or verbally contact the DSL
2. The DSL/DDSL may discuss concerns in principle with a social worker or social work manager and receive advice about whether a referral is appropriate to the children's helpdesk or social care or whether there are alternative ways of addressing their concerns. The DSL/DDSL should refer to the levels of intervention guidance on the GSCP website and also the Levels of intervention windscreen also on the website.
3. a) In the case of where a member of staff thinks a child or young person is at immediate risk of significant harm they should always contact the children's helpdesk on 01452 426565 or in an emergency always call 999.
b) In some cases the concern will be logged but no further action taken at the time.
The DSL/DDSL will ensure there is a 'watching brief' to make sure that no further concerns arise. Any further concerns will be discussed and this process followed again from the beginning.
- c) For some concerns an offer of 'early help' might be made to the family or young person to assist in making sure the issue or concern doesn't grow any greater.
- d) It may be decided that a referral to social care or the children's helpdesk is appropriate.
4. Staff should then discuss concerns with parents/carers of the child and explain what steps they will take next (if this does not put the child at further risk or affect a police investigation).
5. a.) If a referral is made to the children's helpdesk basic information is given. School will then be asked to complete a MARF (*Multi Agency Referral Form*). This is passed on to a social work team and the caller will be contacted by a social worker within 24 hours (unless there are immediate risks in which case the professional will put through to a social work team straight away). The social work team will discuss whether the referral is appropriate and what action can/will be taken.
b) In the case of a referral direct to social care a MARF should also be completed. If accepted the referral will lead to an Initial Assessment to determine whether there is suspected actual harm or likely significant harm. The Strategy Discussion is convened by the appropriate Referral and Assessment team where there is suspected actual harm or likely significant harm (within 10 days of referral):
 - Child in need of services (section 17) Section 17 services are required when there are health or development concerns. These are determined through a core assessment and are appropriate when the child is judged not to be at risk of significant harm or any previous concerns have been resolved.
 - Child in need of Protection. A Section 47 enquiry is required when it is judged there is suspected actual harm or likely significant harm to the child - the case is then passed onto the Children and Families Team. A core assessment is carried out and it may be decided that Child Protection Conference is required, which should then be held within 15 working days.

Supporting Staff

We recognise that staff working in 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.

Confidentiality

What is shared or not shared and in which circumstances:

- All staff recognise that all matters relating to child protection are confidential.
- Child protection concerns and records are kept in a confidential file in a locked cupboard.
- The DSL or DDSLs will only disclose information about a child to other members of staff or other professionals 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 student's or another person's safety or wellbeing.
- We will always undertake to share our intention to refer a student to Social Care with their parents /carers unless to do so could put the student at greater risk of harm, or impede a criminal investigation.
- We will ensure that any student currently with a child protection plan who is absent from lessons without explanation for two days is referred to their Social Care Team.
- Staff will co-operate as required with enquiries from relevant agencies regarding child protection matters including attending at child protection conferences and core group meetings.

Multi-agency working

Maidenhill is committed to developing effective partnership working with relevant agencies in the best interest of students. Effective multi-agency working and communication helps to safeguard young people.

Children on Child Protection Plans

We fully support students, and families, who have a child protection plan in place. Maidenhill has good links with outside agencies involved with families and co-operate as required by them. The DSL, or appropriate member of staff, attends child protection conferences and core groups. School will notify the relevant social worker if there is an unexplained absence of more than two days of a student who has a child protection plan.

Children in Care (CIC) in response to the views of Gloucestershire Children in Care they are no longer called LAC (Looked after Children). All documentation is being changed to Children in Care across the county. Staff, working with Children in Care, understand their responsibility for keeping CIC safe; the care arrangements for the student and the role of the virtual school. CIC champion (Mr A Hara) will make contact with the virtual school each time we have a Child in Care referred to the service.

Safer Recruitment and Safer Working practices

Safer Recruitment

Safer recruitment guidance will be followed as per the guidance set out in KCSIE (2023).

Any shortlisted candidates will be asked to complete a self-declaration of their criminal record or information that would make them unsuitable to work with children.

An online search may be carried out for short listed candidates. If this was to take place this will be shared with shortlisted candidates. Any search carried out will only be completed on a school device.

In line with government guidance at least one NCSL accredited recruiter is on all interview panels and involved in the complete selection process. No member of staff or volunteer in a regulated activity will be left alone with students until the DBS check has been completed.

Safer Working Practices The guidance for safer working practice for adults who work with students and young people in education settings can be found on the staff shared area under 'policies'. A copy is given to all members of staff who sign to say they have read it.

Accredited recruiters

- Mr A Hunter – Head Teacher
- Mr A Rome – Deputy Head Teacher
- Mr A Hara – Assistant Head teacher
- Mr E Dawson - Chair of Governors
- Miss S Tovey – Business Manager

Allegations made against staff/concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors/whistle-blowing/allegations management

All staff should take care not to place themselves in a vulnerable position with a student. It is always advisable for interviews or work with individual students or parents to be conducted in view of other adults. Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction.

As per Keeping Children Safe in Education (2023) allegations are split into two levels of allegations:

1. Allegations that may meet the harms threshold.
2. Allegation/concerns that do not meet the harms threshold – referred to for the purposes of this guidance as ‘low level concerns’

Allegation that meet the harm threshold can be described as:

- Behaved in a way that has harmed a child, or may have harmed a child and/or
- Possibly committed a criminal offence against or related to a child, and/or
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with students.

The last bullet point above includes behaviour that may have happened outside of school, that might make an individual unsuitable to work with children, this is known as transferable risk. Any assessment of transferable risk will be discussed with the LADO where appropriate.

In the event of any allegation that meets the threshold (Category 1) guidance will be followed as per Keeping Children Safe in Education (2023) AND the guidance set out locally via the GSCP - [Gloucestershire Safeguarding Children Partnership \(GSCP\) - Gloucestershire Safeguarding Children Partnership](#)

Low level concerns

The term ‘low-level’ concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold set out at paragraph 338 of Keeping Children Safe in Education (2023).

A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a ‘nagging doubt’ - that an adult working in or on behalf of the school or college may have acted in a way that:

is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

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

Whistle-blowing

Maidenhill has as a separate **whistle-blowing policy** which all members of staff are aware of. We all understand our duty to protect students and our responsibility to ensure unsuitable behaviour is reported and managed using the Allegations Management procedures. These can be found in the whistle-blowing policy and on the GCSB website stated at the top of this policy.

We recognise that students 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 LADO following the Whistleblowing Policy.

Whistle-blowing regarding the Head Teacher should be made to the Chair of the Governing Body – Mr E Dawson.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk

Related policies and specific safeguarding issues

Safeguarding and child protection is at the core of all that we do in Maidenhill and therefore relates to *all* policies. There are particularly important links between this child protection policy and the safer recruitment policy, staff handbook, whistle-blowing policy, anti-bullying policy, Health and Safety policy, staff ICT acceptable use policy, Offsite Visits Policy, Data Protection Policy and the PSHE / SMSC curriculum.

Health & Safety

Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our students both physically within the school environment, and when away from the school and when undertaking trips and visits.

Anti-Bullying (including cyber-bullying)

Our School 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 of bullying e.g. cyber, racist, homophobic, transphobic and gender related bullying. We keep a record of known bullying incidents. All staff are aware that students with SEND and / or differences/perceived differences are more vulnerable to being bullied / victims of child abuse. We keep a record of any bullying incidents.

Racist Incidents

Maidenhill School works proactively to prevent such incidents, records any such incidents and responds to them through our Behaviour policy.

Behaviour Policy

Our school policy on behaviour is set out in a separate document and should be read in conjunction with this policy.

School trips, visits and journeys

Maidenhill has formally adopted, through its Governing Body, the Gloucestershire model policy for Offsite Visits.

Safeguarding is a critical part of all offsite visits and journeys. Governing Body has delegated the consideration and approval of offsite visits and activities to the member of SLT with strategic responsibility for visits

Staff must discuss any potential off-site visit plans with the strategic lead on all occasions. No trips or visits will go ahead without all of the correct paperwork, procedures and arrangements being in place and approved by the strategic lead. Please refer to the Offsite Visits Policy for full details.

Online Safety Staff will be aware of the signs and signals of cyberbullying and [other risks online](#) and apply the same child-centred safeguarding practices as when children were learning at the school.

Staff are aware of the different categories of risk online.

- content: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes'.
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying;
- commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>)
- The school ensures that there are appropriate filter and monitors are in place. This is managed by the IT support with the DSL overseeing, checking and assuming responsibility for regular reports.
- The school has taken on board guidance from the [UK Safer Internet Centre](#) on safe remote learning and guidance for [safer working practice](#) from the Safer Recruitment Consortium.
- Staff have been reminded of the school's code of conduct and importance of using school systems to communicate with children and their families.
- Staff are aware of the reporting procedures should there be ANY concern around a student's online safety
- All staff will receive regular updates and training (when required) and this is will also form part of the induction process for new staff
- Maidenhill ensures that ALL students are educated with regards to online safety through the PSHE and Computing curriculam.

Mobile technology

- At Maidenhill students are not permitted the use of their mobile phone, during school hours.
- This lack of access decreases the risk, whilst at school the opportunity to; sexually harass their peers via their mobile and smart technology, share indecent images consensually and non-consensually (often via large chat groups) and view and share pornography and other harmful content. Maidenhill still recognises that although this risk is reduced, it still exists. Therefore staff need to remain vigilant.
- All duty staff are to remain vigilant at social times and report any concerns via the online reporting system

- Parents and carers have information via the website about keeping children safe online with peers, the school, other education offers they may access and the wider internet community. We have set out the school's approach, including the sites children will be asked to access and set out who from the school (if anyone) their child is going to be interacting with online. *Parents have been offered the following links:*
- [Internet matters](#) - for support for parents and carers to keep their children safe online
- [South West Grid for Learning](#) - for support for parents and carers to keep their children safe online
- [Net-aware](#) - for support for parents and careers from the NSPCC
- [Parent info](#) - for support for parents and carers to keep their children safe online
- [Thinkuknow](#) - for advice from the National Crime Agency to stay safe online
- [UK Safer Internet Centre](#) - advice for parents and carers
- Free additional support for staff in responding to online safety issues can be accessed from the [Professionals Online Safety Helpline at the UK Safer Internet Centre](#).

APPENDIX 1 - CATEGORIES OF ABUSE AND INDICATORS OF HARM**Categories of Abuse:**

1. Physical Abuse
2. Emotional Abuse (including Domestic Abuse)
3. Neglect
4. Sexual Abuse

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 behaviour
- Child Sexual Exploitation.

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 Social Care

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

1. PHYSICAL ABUSE

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

Indicators in the child**Bruising**

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

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

Fractures

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

There are grounds for concern if:

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

Rib fractures are only caused in major trauma such as in a road traffic accident, a severe shaking injury or a direct injury such as a kick.

Skull fractures are uncommon in ordinary falls, i.e. from three feet or less. The injury is usually witnessed, the child will cry and if there is a fracture, there is likely to be swelling on the skull developing over 2 to 3 hours. All fractures of the skull should be taken seriously.

Mouth Injuries

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

Poisoning

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

Fabricated or Induced Illness

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

- Discrepancies between reported and observed medical conditions, such as the incidence of fits
- Attendance at various hospitals, in different geographical areas
- Development of feeding / eating disorders, as a result of unpleasant feeding interactions
- The child developing abnormal attitudes to their own health
- Non organic failure to thrive - a child does not put on weight and grow and there is no underlying medical cause

- Speech, language or motor developmental delays
- Dislike of close physical contact
- Attachment disorders
- Low self esteem
- Poor quality or no relationships with peers because social interactions are restricted
- Poor attendance at school and under-achievement

Bite Marks

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

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds. Scalds are the most common intentional burn injury recorded.

Any burn with a clear outline may be suspicious e.g. circular burns from cigarettes, linear burns from hot metal rods or electrical fire elements, burns of uniform depth over a large area, scalds that have a line indicating immersion or poured liquid.

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

The following points are also worth remembering:

- A responsible adult checks the temperature of the bath before the child gets in.
- A child is unlikely to sit down voluntarily in a hot bath and cannot accidentally scald its bottom without also scalding his or her feet.
- A child getting into too hot water of his or her own accord will struggle to get out and there will be splash marks

Scars

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

Emotional/behavioural presentation

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

Indicators in the parent

- May have injuries themselves that suggest domestic violence
- Not seeking medical help/unexplained delay in seeking treatment
- Reluctant to give information or mention previous injuries
- Absent without good reason when their child is presented for treatment

- Disinterested or undisturbed by accident or injury
- Aggressive towards child or others
- Unauthorised attempts to administer medication
- Tries to draw the child into their own illness.
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
- Parent/carer may be over involved in participating in medical tests, taking temperatures and measuring bodily fluids
- Observed to be intensely involved with their children, never taking a much needed break nor allowing anyone else to undertake their child's care.
- May appear unusually concerned about the results of investigations which may indicate physical illness in the child
- Wider parenting difficulties may (or may not) be associated with this form of abuse.
- Parent/carer has convictions for violent crimes.

Indicators in the family/environment

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

2. EMOTIONAL ABUSE

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Indicators in the child

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

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

Indicators in the parent

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

Indicators of in the family/environment

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

NEGLECT

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

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

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

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

Indicators in the child

Physical presentation

- Failure to thrive or, in older children, short stature
- Underweight
- Frequent hunger
- Dirty, unkempt condition
- Inadequately clothed, clothing in a poor state of repair

- Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold
- Swollen limbs with sores that are slow to heal, usually associated with cold injury
- Abnormal voracious appetite
- Dry, sparse hair
- Recurrent / untreated infections or skin conditions e.g. severe nappy rash, eczema or persistent head lice / scabies/ diarrhoea
- Unmanaged / untreated health / medical conditions including poor dental health
- Frequent accidents or injuries

Development

- General delay, especially speech and language delay
- Inadequate social skills and poor socialization

Emotional/behavioural presentation

- Attachment disorders
- Absence of normal social responsiveness
- Indiscriminate behaviour in relationships with adults
- Emotionally needy
- Compulsive stealing
- Constant tiredness
- Frequently absent or late at school
- Poor self esteem
- Destructive tendencies
- Thrives away from home environment
- Aggressive and impulsive behaviour
- Disturbed peer relationships
- Self-harming behaviour

Indicators in the parent

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

Indicators in the family/environment

- History of neglect in the family
- Family marginalised or isolated by the community.
- Family has history of mental health, alcohol or drug misuse or domestic violence.

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

4. SEXUAL ABUSE

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Indicators in the child

Physical presentation

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

Emotional/behavioural presentation

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

Indicators in the parents

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

Indicators in the family/environment

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

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:

- o Understanding what is proposed based on age, maturity, development level, functioning and experience
- o Knowledge of society’s standards for what is being proposed
- o Awareness of potential consequences and alternatives
- o Assumption that agreements or disagreements will be respected equally
- o Voluntary decision
- o 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.

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.
- **Children Sexual Exploitation can happen to BOYS and GIRLS. Please use the CSE screening tool and talk to the DSL if you have concerns.**

Abuse and Neglect and Children with Special Educational Needs:

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. It is important that all education recognise the fact that additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;

- children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Appendix 2: Further information on safeguarding issues

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. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. We should never attempt to intervene directly as a school or through a third party.

Schools should involve the police straight away.

Female Genital Mutilation (FGM) – signs of

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM. FGM is sometimes known as ‘female genital cutting’ or ‘female circumcision.’ Communities tend to use local names referring to this practice, including ‘sunna’

As of October 2015 Mandatory reporting is in place for FGM. There is a statutory duty placed on teachers, along with social workers and healthcare professionals to PERSONALLY report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have taken been carried out on a girl under 18 years old. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence and they should not be examining students but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting applies. **In addition report to the DSL.**

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:

- 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

A sign 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 settings /schools/colleges take action **without delay**. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Further information on Trafficking

Child trafficking is a form of child abuse where children are recruited and moved to be exploited, forced to work or sold. They are often subject to multiple forms of exploitation including: child sexual exploitation, benefit fraud, forced marriage, domestic servitude including cleaning, childcare and cooking, forced labour in agriculture or factories, criminal activity such as pickpocketing, begging, transporting drugs, working on cannabis farms, selling pirated DVDs, bag theft.

Traffickers trick, force or persuade children to leave their homes and then move them to another location. Trafficked children are often controlled with violence and threats and may be kept captive, resulting in long lasting and devastating effects on their mental and physical health. It is not easy to identify trafficked children, but you may notice unusual behaviour or events that just don't add up. Both boys and girls are victims of trafficking. Trafficked children may be from the UK or have been moved from another country. Poverty, war or discrimination can put children more at risk of trafficking. Traffickers may promise children education or respectable work, or persuade parents that their child can have a better future in another place. It can be very difficult to identify a child who has been trafficked, as they are deliberately hidden and isolated. They may be scared, or they may not realise that they are a victim or are being abused. While there may not be any obvious signs of distress or harm, a trafficked child is at risk and may experience physical abuse, emotional abuse and/or neglect.

Many children are trafficked in to the UK from abroad, but children can also be trafficked from one part of the UK to another. Even a child being moved from one side of the street to a different address for a short period of time with the intent of exploitation would be identifiable as a trafficking crime. Any suspicion of trafficking must be reported to the LADO and the Police without delay.

Further information on Radicalisation (in line with the PREVENT DUTY)

From 1st July 2015 specified authorities, including **all** schools are subject to the duty under section 26 of the Counter-Terrorism and Security Act 2015 in the exercise of their functions to have **“due regard to the need to prevent people from being drawn into terrorism.”** This duty is known as the Prevent duty.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. To reduce the risk from terrorism we need not only to stop terrorist attacks but also to prevent people becoming terrorists. This is one objective of Prevent, part of CONTEST, the Government’s strategy for countering international terrorism. All the terrorist groups who pose a threat to us seek to radicalise and recruit people to their cause. The aim of Prevent is to stop people becoming or supporting terrorists, by challenging the spread of terrorist ideology, supporting vulnerable individuals, and working in key sectors and institutions. Work to safeguard children and adults, providing early intervention to protect and divert people away from being drawn into terrorist activity, is at the heart of the Prevent strategy. Supporting vulnerable individuals requires clear frameworks – including guidance on how to identify vulnerability and assess risk, where to seek support and measures to ensure that we do not ever confuse prevention and early intervention with law enforcement. Channel is a key element of the Prevent strategy. It is a multi-agency approach to protect people at risk from radicalisation. Channel uses existing collaboration between local authorities, statutory partners (such as the education and health sectors, social services, children’s and youth services and offender management services), the police and the local community to identify individuals at risk of being drawn into terrorism; assess the nature and extent of that risk; and develop the most appropriate support plan for the individuals concerned. Channel is about safeguarding children and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from the risk they face before illegality occurs.

Indicators of vulnerability to radicalisation:

1. **Radicalisation** refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. **Extremism** is defined by the Government in the Prevent Strategy 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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. **Extremism is defined by the Crown Prosecution Service as: The demonstration of unacceptable behaviour by using any means or medium to express views which:**
 - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - Seek to provoke others to terrorist acts;
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Students may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff is able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
 - Identity Crisis – the student is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
 - Personal Crisis – the student may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;

- Personal Circumstances – migration; local community tensions; and events affecting the student’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
 - Unmet Aspirations – the student may have perceptions of injustice; a feeling of failure; rejection of civic life;
 - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration?
 - Special Educational Need – students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

8. More critical risk factors could include:

- Being in contact with extremist recruiters;
 - Accessing violent extremist websites, especially those with a social networking element;
 - Possessing or accessing violent extremist literature;
 - Using extremist narratives and a global ideology to explain personal disadvantage;
 - Justifying the use of violence to solve societal issues;
 - Joining or seeking to join extremist organisations; and
 - Significant changes to appearance and / or behaviour;
 - Experiencing a high level of social isolation resulting in issues of identity crisis and or personal crisis.
- **Staff should be alert to any warning signs of radicalisation and hold an attitude of ‘it could happen here.’**

Appendix 3: Dealing with a Disclosure of Abuse

When a student tells me about abuse s/he has suffered, what must I remember?

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterward, make a detailed record of the conversation using the child’s own language. Include any questions you may have asked. Do not add any opinions or interpretations. NB It is not education staff’s role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Immediately afterwards

You must not deal with this yourself. Clear indications or disclosure of abuse must be reported to children's social care without delay, by the Designated Safeguarding Lead (Assistant Head, Student Welfare and Guidance). If the child is at immediate risk you make the referral yourself.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child/young person who has been abused can be traumatic for the adults involved. Support for you will be available from your Designated Safeguarding Lead.