



BRICKNELL PRIMARY SCHOOL

CHILD PROTECTION POLICY

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Policy Reviewed by: Nicola Waites
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Child Protection - Whole School Policy

Child Protection Coordinator/Designated Teacher with Responsibility for

Safeguarding: Nicola Waites

Child Protection Coordinator : Hannah Porter

Designated Governor for Child Protection and Safeguarding: Michele Colthup

Statement of Intent

At Bricknell 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. The need for guidelines and procedures is important to ensure that this is done with understanding and clarity.

At Bricknell we will aim to protect and safeguard children and young people by;

- Ensuring that all staff / volunteers are carefully selected, trained and supervised.
- Having a Child Protection Policy and Procedures and regularly reviewing and updating these in line with national and local policy developments.
- Ensuring that all staff and volunteers are familiar with the Child Protection Policy and Procedures.
- Ensuring that staff attend appropriate Local Safeguarding Children Board (LSCB) Safeguarding Children Training to a level which is suitable for their role.
- Ensuring that the school has a designated Child Protection Co-ordinator and that all staff and volunteers are aware of the named person and process of reporting concerns to them.
- Assessing the risk that children and young people may encounter and taking steps to minimise and manage this.
- Ensuring that the Child Protection Policy and procedures are disseminated to parents.
- 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. (accessible via: <http://www.proceduresonline.com/hull/scb/>).

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). Where private or voluntary organisations come into contact with or offer services to children they should, as a matter of good practice, take account of this guidance and follow it as far as possible.

The following national guidance should also be referred to.

- The Children Act (1989)

- The Children Act (2004).
- Working Together To Safeguard Children: A Guide to Inter-Agency Working To Safeguard and Promote The Welfare Of Children (HM Government 2015).
- Keeping Children Safe in Education (2015)
- Human Rights Act 1998
- Criminal Justice & Court Services Act 2000
- The Protection of Children Act 1999
- The Sexual Offences Act 2003
- What To Do If You're Worried A Child Is Being Abused. Advice for practitioners (2015)
- Safeguarding Vulnerable Groups Act 2006
- Guidance for Safer Working practice for Adults who Work with Children and Young People (2015).
- Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (2015)

The following school policies and procedures should also be referred to

- Hull Local Safeguarding Children Board, Guidelines and Procedures
- Health & Safety Policy
- Whistleblowing Policy
- Complaints & Disciplinary Policy
- Behaviour Policy
- Positive Handling Policy
- Codes of Conduct
- Diversity & Equality Policy
- Staff Induction
- Attendance Policy
- Guidance on Safer Working Practice
- Confidentiality and Personal Information Handling Policy
- Anti-bullying Policy
- E-safety 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 likely to suffer, 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 (Working Together to Safeguard Children, HM Government 2015).

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. Local Authorities have a duty to safeguard and promote the welfare of children in need.

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 Bricknell 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.

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

Safe working practice ensures that pupils and adults are safe and that all staff and adults working in school should:

- 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.
- Be 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.
- Be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

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/gifts.
- Use social networks for personal communication with children and young people for whom they are responsible.

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 (Guidance for Safer Working Practice for Adults who Work with Children and Young People (2015)).

These include:

- 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 and witnessed by another adult in the organisations accident book and inform a member of the SLT as soon as possible.
- 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 makes inappropriate comments, or touches a staff member or volunteer inappropriately, record what happened immediately and inform the Child Protection Coordinator.
- Adhere to the school's behaviour and positive handling policies and national guidance on Safer Working Practice for Adults who Work with Children and Young People, September 2015.

Responding to a complaint or an allegation

Any member of staff or volunteer who has concerns about the behaviour or conduct of another individual working within the group or organisation will report the nature of the allegation or concern to the Headteacher immediately (see appendix 1). 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 Designated Officer for Schools, Suzanne Wilson (615338) who will liaise with the Local Authority Designated Officer (LADO).

In the case that the concern or allegation relates to the Headteacher, the Chair of Governors should be contacted (see appendix 2). The Chair of Governors will report the matter to the Designated Officer for Schools.

In cases where there is an immediate risk to any child or young person, the information must be passed to Local Authority 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.

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 Designated Officer for Schools or in her absence the Local Authority Designated Officer directly.

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

Under the Education Act 2011, it is a criminal offence to publish material that may lead to the identification of the teacher who is subject to an allegation before they are charged. This legislation applies to all stakeholders and parents/carers, and includes any form of disclosure which is addressed to the public at large or any section of the public i.e. social networking sites, speaking to the press, playground or staff room gossip etc.

Bricknell Primary School adheres to the Department for Education, Keeping Children Safe in Education, 2015.

Allegations against other pupils

A pupil against whom an allegation of abuse has been made may be fixed term excluded from the school pending an investigation and the school Behaviour Policy may apply. The school will take advice from Children's Social Care and/or the police on the investigation of such allegations and will take appropriate action to ensure the safety and welfare of all pupils involved.

Mobile phones and cameras:

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

Safer Recruitment & Selection

It is important when recruiting paid staff and volunteers to adhere to the Local Authority's safer recruitment procedures. This will ensure potential staff and volunteers are screened for their suitability to work with children and young people.

- All paid staff and regular volunteers with access to children and young people or sensitive information relating to children will be required to undertake an enhanced DBS check.
- A single central record is kept with the details of each individual working in school and their DBS details and other relevant checks and information.
- All staff complete an application form, including details of previous employment, details of any conviction for criminal offences (including spent

convictions under the Rehabilitation of Offenders Act 1974), agreement for an enhanced DBS check, permission to contact two referees, including their current or most recent employer, which are taken up.

- The potential staff member will be interviewed for their suitability for the post. The Headteacher, Deputy Head, Assistant Head and a number of the Personnel Committee have undertaken the Safer Recruitment training. At least one of the above will be involved in all staff appointments.
- All paid staff have to complete a medical assessment to ensure that they are fit to work.
- All new appointments to the school workforce who have lived outside the UK are subject to additional checks as appropriate.
- Some staff are subject to a probationary period (3 - 6months) during which they will be supervised and monthly meetings will take place with their manager / supervisor to identify any concerns, training and support needs.
- Staff will have a period of induction where they will complete any induction training and access internal policies. New staff are expected to sign to say that they have read and understand the key school policies. As part of this induction all staff will be given a copy of part one of Keeping Children Safe in Education (2015).
- Staff and volunteers working directly with children or with access to sensitive information will be required to complete LSCB Child Protection Training. Staff in specialist roles such as the Child Protection Co-ordinators and E-Safety Co-ordinator will have access to additional training in line with the responsibilities of the role.
- All staff and volunteers will be required to read the Child Protection Policy and sign to say they have done so. This will be reviewed to ensure up to date knowledge.
- A person who is barred from working with children or vulnerable adults will be breaking the law if they work, or try to work with these groups. If Bricknell Primary School knowingly employs someone who is barred to work with these groups they will also be breaking the law. If there is an incident where a member of staff or a volunteer has to be dismissed because they have harmed a child or vulnerable adult, or would have if they had not left, Bricknell Primary School will notify the Disclosure and Barring Service. Information on how to do this can be found at www.gov.uk/government/organisations/disclosureandbarringservice
- Supply teachers are only hired from one agency that strictly adhere to safeguarding guidelines. All supply staff new to the school are given the key school policies and their DBS and identity are checked.
- All volunteers are required to fill in an application and provide the contact details of two referees. References will be taken up before volunteers begin to work in school.

Childcare Disqualification Requirements 2009

Bricknell Primary School adheres to DfE guidance 'Keeping Children Safe', which details the legal requirements for 'Childcare Disqualification' checks to be carried out on relevant staff and volunteers working with children. Bricknell Primary will not continue to employ an individual who is disqualified, including 'by association', in connection with early or later years childcare provision, nor will a disqualified individual provide or be directly concerned in the management of such provision unless they have received a waiver from Ofsted which covers the role that they wish to undertake. However, this does not imply that individuals are prevented from working in a school in any other setting.

School Training and Staff Induction

All school staff, including non-teaching staff, undertake appropriate induction training to equip them to carry out their responsibilities for child protection effectively. The school's senior member of staff with designated responsibility for safeguarding and the Child Protection Coordinator undertake appropriate training every two years. All other staff undertake the Local Safeguarding Children Board Level 1 Safeguarding Children Training (A Shared Responsibility) A record of all child protection and safeguarding training carried out by all staff is kept and clearly states when training has expired.

All staff (including temporary staff and students) are provided with the school's Child Protection Policy and informed of school's child protection arrangements on induction.

Support, Advice and Guidance for Staff

Staff will be supported and advised by the Child Protection Co-ordinator and the designated teacher with responsibility for safeguarding on child protection issues and procedures. The Child Protection Coordinator and designated teacher with responsibility for safeguarding will be supported by the Headteacher and nominated governor.

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.

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;
- Any significant changes in a child's presentation, 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).

Managing 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 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.

If a child discloses abuse it is important that, as far as possible, the following basic principles are adhered to;

- Listen to what the child has to say with an open mind;
- Do not ask probing or leading questions designed to get the child to reveal more;
- Never stop a child who is freely recalling significant events;
- Make note of the discussion, taking care to record the timing, setting and people present, as well as what was said;
- **Do not ask children to write a statement or what they have said;**
- Never promise the child that what they have told you can be kept secret. Explain that you have responsibility to report what the child has said to someone else;
- **THE CHILD PROTECTION CO-ORDINATOR MUST BE INFORMED IMMEDIATELY.**

Reporting Concerns or Allegations of Abuse

A member of staff or volunteer must report any concerns or allegation of harm immediately to the designated teacher responsible for safeguarding or the Child Protection Coordinator. In the event of neither of these individuals being available the matter should be reported to another member of the senior leadership team or line manager. In the unlikely event of none of the above being available the matter should be reported directly to the Local Authority Child Care Team or Police Protecting Vulnerable People Unit. In the case of it being out of hours the Immediate Help Team should be contacted (see contact details).

Action by the Child Protection Coordinator (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;
- Whether the child is already the subject of a Child Protection Plan;
- Discussing the matter with other agencies involved with the family;
- Consulting with appropriate persons e.g. Children's Social Care.

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 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 early help assessment and/or make a referral for other services.

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to Children's Social Care will be followed up by a standard referral form within 48 hours.

Seeking Medical Attention

If a child has a physical injury, and there are concerns about abuse, medical attention should be sought immediately by telephoning for an ambulance, attending the Emergency Department or Minor Injury Unit (depending on the

severity of the injury). The procedures for referring a child to Children's Social Care should then be followed.

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 the Local Authority Children's Social Care. This should only be done where such discussion and agreement seeking will not place the child at an increased risk of significant harm.

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 unsure about whether to seek parental consent prior to a referral being made then the school would seek advice from the duty social worker at the Access and Assessment Team.

Making a Referral

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

Hull - Children's Social Care – Access and Assessment Team or Police Public Protection Unit.

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 referrer should be prepared, where possible, to give the following information:

- The nature of your concerns / allegation;
- Whether the child will need immediate action to ensure their safety;
- Are the parents aware of the concerns? Has consent for the referral been sought? If not, the reasons for this?
- Factual information about the child and family, including other siblings;
- The nature of your involvement with the family;
- Other professionals involved with the family;
- The source of your referral, is it based on your own assessment of the needs of the child, a reported allegation or disclosure, or has the concern been reported to you by another person, if so who?

- Child's current whereabouts and when they were last seen;
- If you consider the child is suffering or at risk of suffering significant harm, who is the source of that harm and their current whereabouts?

Record Keeping and Monitoring

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 (formerly known as being on the CP Register);
- Key contacts in other agencies including GP details;
- Any disclosures/accounts on cause for concern forms;
- All concerns, discussions, decisions, actions taken (dated, timed and signed) and arrangements for monitoring/review.

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 child protection documents will be retained in relevant files in the main office, separate from the child's main file. This will be locked away and only accessible to the Headteacher and senior designated person. These records will be copied and transferred to any school or setting the child moves to, clearly marked 'Confidential, Child Protection, for attention of Designated Senior Person'

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.

Welfare Logs are used by the staff to record any concerns regarding the welfare of a pupil (not child protection concerns). These are collected in every half term by the teacher with responsibility for safeguarding and monitored. If concerns arise as result of this monitoring, further action will be taken.

Roles and Responsibilities

Governing Body should ensure that:

- 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 keeps and maintains a Single Central Record of all staff checks including volunteers and supply staff;
- The school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance issued by the Department of Education, Local Authority and Hull Safeguarding Children Board;
- The school has a senior member of the school's leadership team who is designated to take lead responsibility for child protection;
- Staff undertake appropriate child protection training;

- They have a member of the Governing Body (the Chair) that has responsibility for liaising with the Local Authority and partner agencies in the event of an allegation of abuse being made against the Head;
- They will review all policies and procedures in relation to safeguarding on an annual basis and remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements;
- There is a designated governor with responsibility for child protection and safeguarding.

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.

The Role of the Child Protection Co-ordinator

Where there are concerns about the welfare of any child or young person all staff / volunteers have a duty to share those concerns with the designated Child Protection Co-ordinator.

The Child Protection Co-ordinator is responsible for:

- Recording and monitoring the recording of concerns about the wellbeing of a child or young person;
- Making referrals to the Local Authority Children's Service;.
- Liaising with other agencies;
- Arranging training for staff / volunteers.

After receiving a referral the Child Protection Co-ordinator will act on behalf of the school in referring concerns or allegations of harm to Local Authority Children's Social Care or the Police Protecting Vulnerable People Unit.

If the Child Protection Co-ordinator is in any doubt about making a referral it is important to note that advice can be sought from Local Authority Children's Social Care. The name of the child and family should be kept confidential at this stage and will be requested if the enquiry proceeds to a referral.

The Child Protection Co-ordinator may share limited information on a need to know basis amongst the staff / management while respecting the need for confidentiality.

It is not the role of the Child Protection Co-ordinator to undertake an investigation into the concerns or allegation of harm. It is the role of the Child Protection Co-ordinator to collate and clarify details of the concern or allegation and to provide this information to the Local Authority Access and Assessment Team, or Locality POD if Children's Social Care is already involved, whose duty it is to make enquiries in accordance with Section 47 of the Children Act 1989.

Child Protection Co-ordinator should ensure that:

- All staff have access to and understand the school's child protection policy;
- All staff have induction training;

- Detailed accurate secure written records and/or concerns are maintained
- The child protection policy is updated and reviewed annually 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 school;
- They liaise with Headteacher to inform him/her of any issues and ongoing investigations.

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. Circle Time and P.S.H.E. lessons are used to discuss ways of keeping safe and strategies for dealing with issues (also refer to Sex and Relationships Policy, PSHE Policy and Anti Bullying Policy).

What is a Child?

Child refers to anyone under the age of 18.

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.

What is Abuse and Neglect?

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm.

- **PHYSICAL ABUSE**

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

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 weather
- fear of returning home

- fear of medical help
 - self-destructive tendencies
 - aggression towards others
 - running away
- **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 a child. 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 online 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.

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
- **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.

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
- pregnancy

- **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);
- Ensure access to appropriate medical care or treatment.

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

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

This is not an exhaustive list and it must be recognised that it is not the role of staff / volunteers to make an assessment of whether children or young people have suffered harm. The staff, volunteers and Child Protection Co-ordinator do have a duty to report any concerns about harm in accordance with the Local Safeguarding Children Board, Guidelines and Procedures.

Female Genital Mutilation (FGM) - 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 statutory duty to inform either the police or Children's Social Care, under the Serious Crime Act 2015.

Forced Marriages

A forced marriage is a marriage in which one or both spouses do not (or, in the case of children and some adults at risk, cannot) consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure.

If concerns are brought to the attention of staff at Bricknell Primary School, they will be reported immediately to the appropriate authorities.

Child Sexual Exploitation (CSE)

CSE occurs when a child or young person or another person, receives 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child or young person performing sexual activities, or another person performing sexual activities on a child or young person.

The presence of any significant indicator for sexual exploitation should trigger a referral to Children's Social Care Access & Assessment Team.

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;
- Having unexplained contact with hotels, taxi companies, and fast food outlets.

Refer to HSCB guidance for practitioners for further information.

Radicalisation and Extremist behaviour

At Bricknell 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. However, should any concerns of radicalised or extremist behaviours be brought to the school's attention, it will be dealt with in accordance with the school's safeguarding procedures, and advice will be sort from either Access and Assessment Team or Humberside Police. Any referrals to Channel process should be emailed to: prevent@humberside.pnn.police.uk

All staff have completed a face to face or online workshop to raise awareness of Prevent.

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, their 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' 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.
6. The parent's behaviour before the birth of a child may indicate the likelihood of significant harm to an unborn child, for example substance misuse, previous children removed from their carers.
7. Substance misuse – the potential for a child to be harmed as a result of the excessive use of alcohol, illegal and controlled drugs, solvents or related substances may occur during a young person's life. The use of drugs or other substances by parents or carers does not in itself indicate child neglect or abuse, and there is no assumption that a child living in such circumstances will automatically be considered under the child protection procedures. It is important to assess how parental substance use impacts upon the children or young people in the family.
8. Mental Health – Mental illness in a parent or carer does not necessarily have an adverse effect on the child or young person but it is important to assess its implications for any children involved in the family. The adverse effects of

parental mental illness on the child are less likely when parental problems are mild, last for a short period of time, are not associated with family disharmony, and where there is another parent or family member who can respond to the child's needs and offer protection. Where mental illness is accompanied by problem alcohol use, domestic violence or associated with poverty and social isolation, children are particularly vulnerable. The potential impact of a parental mental illness and the child's ability to cope with it is related to age, gender and individual personality .

9. Domestic Violence and Abuse – The Home Office (2013) defines domestic violence and abuse as 'Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass, but is not limited to, the following types of abuse:

- psychological
- physical
- sexual
- financial
- emotional

Controlling behaviour is: a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is: an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.'

Domestic violence and abuse affects both adults and children in the family. Children and young people can suffer directly and indirectly if they live in a household where there is domestic violence and abuse. 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 and abuse has an impact in a number of ways:

- It can pose a threat to the physical wellbeing 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 .

10. 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 (including bullying via the internet) can frequently be underestimated. Bullying can be through the use of electronic communication, *e.g.* text or social network sites, and is commonly known as online bullying. Bullying can cause considerable distress, to the extent that it can affect health and development and at the extreme significant harm.

Contacts

Hull

Children's Social Care (Local Authority)

Access and Assessment Team	(01482) 448879
Emergency Duty Team	(01482) 788080
<u>Child Protection Administrator</u>	(01482) 790933
<u>Designated Officer for Schools</u>	(01482) 615338
<u>Local Authority Designated Officer</u>	(01482) 790933
<u>Police Public Protection Unit</u>	(01482) 578488
<u>Hull Safeguarding Children Board</u>	(01482) 379090

East Riding of Yorkshire

Children's Social Care (Local Authority)

Call Centre	(01482) 395500
Children's Services	(01482) 396840
Emergency Duty Team	(01482) 880826
<u>Child Protection Administrator</u>	(01482) 396472
<u>East Riding Safeguarding Children Board</u>	(01482)396998/9
<u>Local Authority Designated Officer</u>	(01482) 396999
<u>Police Family Protection Team</u>	0845 6060222 ext 2407

Resources and Internet links

This section acts as a guide, rather than an exhaustive list. Its aim is to provide you with some useful resources and links.

1. HM Government (2015) *Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of Children*. Department of Children Schools and Families. Internet link:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf
2. Keeping Children Safe in Education (2015)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447595/KCSIE_July_2015.pdf
3. HM Government (2007) *Statutory guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004*, London. Internet link:
<http://www.dcsf.gov.uk/everychildmatters/resources-and-practice/IG00042/>
4. HSCB (2014) *Procedures and Guidance*. Hull Safeguarding Children Board. NB - This document is currently under revision – Please visit Hull Safeguarding Children Board on the following internet link:
http://www.hullcc.gov.uk/portal/page?_pageid=221.75119&_dad=portal&_schema=PORTAL
5. HM Government (2015) *What to do if you're worried a child is being abused*.
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf
6. HM Government (2013) Information for Local Areas on the Change to the Definition of Domestic Violence and Abuse. Internet link:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/142701/guide-on-definition-of-dv.pdf
7. DoH (2005) *Responding to domestic abuse: A handbook for health professionals*. Internet link:
http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_4126161
8. Cleaver, H., Nicholson, D., Tarr, S. and Cleaver, D. (2007) *Child Protection, Domestic Violence and Parental Substance Misuse: Family Experiences and Effective Practice*. London: Jessica Kingsley Publishers.
9. Cleaver, H., Unell, I. and Aldgate, A. (2010) *Children's Needs – Parenting Capacity: The impact of parental mental illness, learning disability, problem alcohol and drug use, and domestic violence on children's safety and development. 2nd Edition*. London: Jessica Kingsley Publishers.
10. HM Government (2010b) *Safeguarding Children and Young People who may be affected by Gang Activity*. Internet link:
<http://publications.everychildmatters.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProdcutId=DCSF-00064-2010>

11. DCSF (2009) *Safe from bullying in youth activities*. Internet link: [http://publications.education.gov.uk/eOrderingDownload/Safe from Bullying-Youth Activities.pdf](http://publications.education.gov.uk/eOrderingDownload/Safe_from_Bullying-Youth_Activities.pdf)
12. DCSF (2009) *Cyberbullying: Supporting School Staff*. Internet link: <http://publications.education.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00242-2009>
13. DCSF (2007) *Cyberbullying Safe to Learn: Embedding anti-bullying work in schools*. Internet link: http://www.safesocialnetworking.com/img/safety/Cyberbullying_2.pdf
14. Get Safe Online: awareness and advice. Internet link: www.getsafeonline.org
15. CEOP Website - Think U Know: awareness and advice. Internet link: <http://www.thinkuknow.co.uk/>
16. Child Protection in Sport Unit (CPSU); www.thecpsu.org.uk/
17. Safe Network: www.safenetwork.org.uk

Appendix 1

Procedures for Dealing with Allegations Against People Who Work with Children

All allegations must be taken seriously and treated in accordance with the Hull Safeguarding Children Board procedures.

These procedures should be applied to any case that indicates 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 or young person;
- behaved towards a child or children in a way that indicates s/he is unsuitable to work with children, in connection with the person's employment or voluntary activity.

Responding to a complaint or an allegation

The person to whom an allegation or concern is reported should not question the child/adult 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 the child used), including when the alleged incident took place (time and date), who was present (witnesses) and what was said to have happened;
- Sign and date the written record;
- Report the matter immediately to the Headteacher or a member of the SLT in the absence of the Headteacher.
- The incident should then be reported to the Designated Officer for Schools who will advise the Headteacher on the next steps to be taken.

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

Appendix 2

Procedures for Dealing with Allegations Against the Headteacher

All allegations must be taken seriously and treated in accordance with the Hull Safeguarding Children Board procedures.

- The designated governor for allegations made against the Headteacher is the Chair of Governors, Michele Colthup.
- Allegations against the Headteacher must be reported immediately to the Designated Officer for Schools. Schools must not investigate these allegations independently.
- The Designated Officer will need to be provided with the full name, date of birth and address of both the child and the alleged perpetrator along with a brief description of the allegation.
- The Designated Officer will speak to the Local Authority Designated Officer for Schools and make a decision of what action needs to be taken. This may involve a joint investigation with the police and social services.
- In these cases the Chair of Governors will represent the school and with the support of the Local Authority will decide what the outcomes will be.