



## Safeguarding and Child Protection Policy 2015

<b>Governors' Committee Responsible:</b>	Safeguarding Committee
<b>Governor Lead:</b>	Tyrone Lawless
<b>Nominated Lead Member of Staff:</b>	Paul Girardot
<b>Status &amp; Review Cycle:</b>	Statutory Annual
<b>Next Review Date:</b>	Autumn 2016

### 1.0 Introduction

- 1.1 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 government publications: "Working Together to Safeguard Children" 2012, Revised Safeguarding Statutory Guidance 2 "Framework for the Assessment of Children in Need and their Families" 2000, "What to do if You are Worried a Child is Being Abused" 2003. The guidance reflects both "Keeping Children Safe in Education" 2015, and Surrey Safeguarding Children Board SSCB Child Protection Procedures<sup>1</sup>
- 1.2 The Governing body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.
- 1.3 We recognise that all adults, including temporary staff<sup>2</sup>, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.
- 1.4 All staff believe that our school should provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual child.
- 1.5 The aims of this policy are:
  - 1.5.1 To support the child's development in ways that will foster security, confidence and independence.
  - 1.5.2 To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.

<sup>1</sup> The SSCB Child protection Procedures are only available online at [www.surreycc.gov.uk/safeguarding](http://www.surreycc.gov.uk/safeguarding)

<sup>2</sup> Wherever the word "staff" is used, it covers ALL staff on site, including ancillary supply and self employed staff, contractors, volunteers working with children etc, and governors

- 1.5.3 To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse (Reference Appendices 1 and 2)
- 1.5.4 To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.
- 1.5.5 To emphasise the need for good levels of communication between all members of staff.
- 1.5.6 To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- 1.5.7 To develop and promote effective working relationships with other agencies, especially the Police and Social Care.
- 1.5.8 To ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory CRB check (according to guidance)<sup>3</sup>, and a central record is kept for audit.

## **2.0 Safe School, Safe Staff**

### **2.1 We will ensure that:**

- 2.1.1 All members of the governing body understand and fulfil their responsibilities, namely to ensure that:
  - there is a Child Protection policy together with a staff behaviour (code of conduct) policy
  - the school operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training
  - the school has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.
  - a senior leader has Designated Safeguarding Lead (DSL) responsibility
  - on appointment, the DSLs undertake interagency training (SSCB Modules 1&2) and also undertake DSL 'New to Role' and the 'Update' Course every 2 years
  - all other staff have Safeguarding training updated as appropriate
  - any weaknesses in Child Protection are remedied immediately
  - a member of the Governing Body is, usually the Chair, is nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Headteacher
  - Child Protection policies and procedures are reviewed annually and that the Child Protection policy is available on the school website or by other means
  - the Governing Body considers how children may be taught about safeguarding. This may be part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE) and/or for maintained schools through sex and relationship education (SRE).
  - that enhanced DBS checks are in place for Chairs of Governors of independent, academies, non-maintained special schools
- 2.1.2 The Lead DSL, Paul Girardot, is a member of the Senior Leadership Team. The Deputy Designated Safeguarding Lead is Nana Kennedy. These Officers have undertaken the compulsory training delivered through the SSCB (2 days), or by an approved external training provider, and, upon appointment will undertake 'DSL New to Role' training followed by biannual updates.

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<sup>3</sup> Guidance regarding CRB checks recently updated by the Protection of Freedoms Act 2012

- 2.1.3 The DSL's who are involved in recruitment and at least one member of the governing body will also complete Safer Recruitment Training (currently on-line on the DfE website) to be renewed every 5 years
  - 2.1.4 All members of staff and volunteers are provided with child protection awareness information at induction, including in their arrival pack, the school safeguarding statement so that they know who to discuss a concern with. All staff and volunteers receive, "What to do if you are Worried a Child is being Abused," training within the first term of them working volunteering at the school.
  - 2.1.5 All members of staff are trained in and receive regular updates in e-safety and reporting concerns (Ref Appendix 3)
  - 2.1.6 All other staff and governors, have child protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse.
  - 2.1.7 All members of staff, volunteers, and governors know how to respond to a pupil who discloses abuse through delivery of the Awareness Raising pack.
  - 2.1.8 All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the school's Child Protection Policy, and reference to it in our Parents' Handbook and on the school website.
  - 2.1.9 Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time.
  - 2.1.10 Community users organising activities for children are aware of the school's child protection guidelines and procedures.
  - 2.1.11 We will ensure that child protection type concerns or allegations against adults working in the school are referred to the LADO<sup>4</sup> for advice, and that any member of staff found not suitable to work with children will be notified to the Independent Safeguarding Authority<sup>5</sup> for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer
- 2.2 Our procedures will be regularly reviewed and up-dated.
- 2.3 The name of the designated members of staff for Child Protection, the Designated Safeguarding Lead, will be clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.
- 2.4 All new members of staff will be given a copy of our safeguarding statement, and child protection policy, with the DSLs' names clearly displayed, as part of their induction into the school.
- 2.5 The policy is available publicly either on the school website or by other means. Parents/carers are made aware of this policy and their entitlement to have a copy of it via the school handbook/newsletter/website .

### **3.0 Responsibilities**

- 3.1 The designated DSLs are responsible for:

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<sup>4</sup> LADO Local Authority Designated Officer for allegations against staff. AEO Area Education Officer or Duty LADO via 0300 200 1006

<sup>5</sup> Contact the LADO for guidance in any case

- 3.1.1 Referring a child if there are concerns about possible abuse, to the Contact Centre Children's Team<sup>6</sup>, and acting as a focal point for staff to discuss concerns. Referrals should be made in writing, following a telephone call using the Inter agency Referral and Assessment Form<sup>7</sup>
- 3.1.2 Keeping written records of concerns about a child even if there is no need to make an immediate referral.
- 3.1.3 Ensuring that all such records are kept confidentially and securely and are separate from pupil records, until the child's 25<sup>th</sup> birthday, and are copied on to the child's next school or college.
- 3.1.4 Ensuring that an indication of the existence of the additional file in 3.1.3 above is marked on the pupil records.
- 3.1.5 Liaising with other agencies and professionals.
- 3.1.6 Ensuring that either they or the staff member attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report which has been shared with the parents.
- 3.1.7 Ensuring that any pupil currently with a child protection plan who is absent in the educational setting without explanation for two days is referred to their key worker's Social Care Team.
- 3.1.8 Organising child protection induction, and update training every 3 years, for all school staff.
- 3.1.9 Providing, with the Headteacher, an annual report for the governing body, detailing any changes to the policy and procedures; training undertaken by the DSL, and by all staff and governors; number and type of incidents/cases, and number of children on the child protection register (anonymised)<sup>8</sup>

#### 4.0 Supporting Children

- 4.1 We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self worth.
- 4.2. We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- 4.3. We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- 4.4. Our school will support all children by:
  - 4.4.1 Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
  - 4.4.2 Promoting a caring, safe and positive environment within the school.
  - 4.4.3 Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
  - 4.4.4 Notifying Social Care as soon as there is a significant concern.
  - 4.4.5 Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority.

<sup>6</sup> All new referrals go to the Contact Centre Children's Team 0300 200 1006 (Fax 020 8541 7309) operating 8.00am to 6.00pm. DSLs may consult with an Assistant Team Manager by telephoning 0208 541 7041/7042. In an emergency out of hours, referrals can be made to the Emergency Duty Team on 01483 517898.

<sup>7</sup> On line forms will be e-mailed from the Contact Centre

<sup>8</sup> Format for the Governors Annual Report is available from Governor Services and at [www.surreycc.gov.uk/safeguardingchildren](http://www.surreycc.gov.uk/safeguardingchildren)

## **5.0 Confidentiality**

- 5.1 We recognise that all matters relating to child protection are confidential.
- 5.2 The Headteacher or DSLs will disclose any information about a child to other members of staff on a need to know basis only.<sup>9</sup>
- 5.3 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 5.4 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- 5.5 We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with an Assistant Team Manager at the Contact Centre Children's Team on this point.

## **6.0 Supporting Staff**

- 6.1 We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- 6.2 We will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.

## **7.0 Allegations against staff**

- 7.1 All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.
- 7.2 All Staff should be aware of Surrey's Guidance on Behaviour Issues, and the school's own Behaviour Management policy.
- 7.3 Guidance about conduct and safe practice will be given at induction<sup>10</sup>
- 7.4 We understand that a pupil may make an allegation against a member of staff.
- 7.5 If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Headteacher<sup>11</sup>.
- 7.6 The Headteacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO)<sup>12</sup>
- 7.7 If the allegation made to a member of staff concerns the

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<sup>9</sup> Guidance about sharing information, can be found in the DfE booklet 'Information sharing guidance for practitioners and managers' DCSF-00807-2008

<sup>10</sup> Refer to "Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings" available on the DfE website

<sup>11</sup> or Chair of Governors in the event of an allegation against the Headteacher

<sup>12</sup> Duty LADO 03002001006

Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult as in 7.6 above, without notifying the Headteacher first.

- 7.8 The school will follow the Surrey procedures for managing allegations against staff. Under no circumstances will we send a child home, pending such an investigation, unless this advice is given exceptionally, as a result of a consultation with the LADO.
- 7.9 Suspension of the member of staff, excluding the Headteacher, against whom an allegation has been made, needs careful consideration, and the Headteacher will seek the advice of the LADO and Personnel Consultant in making this decision.
- 7.10 In the event of an allegation against the Headteacher, the decision to suspend will be made by the Chair of Governors with advice as in 7.8 above.
- 7.11 We have a procedure for managing the suspension of a contract for a community user in the event of an allegation arising in that context.

## **8.0 Whistle-blowing**

- 8.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- 8.2 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 AEO/LADO following the Whistleblowing Policy.
- 8.3 Whistle-blowing re the Headteacher should be made to the Chair of the Governing Body via email at [chairofgovernors@town-farm.surrey.sch.uk](mailto:chairofgovernors@town-farm.surrey.sch.uk).

## **9.0 Physical Intervention**

- 9.1 We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.
- 9.2 Such events should be recorded and signed by a witness.
- 9.3 Staff who are likely to need to use physical intervention will be appropriately trained in the Positive Options technique.
- 9.4 We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.
- 9.5 We recognise that touch is appropriate in the context of working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundary.<sup>13</sup> ( paper copy/ record forms)

## **10.0 Anti-Bullying**

- 10.1 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 .g. cyber, racist, homophobic and gender related bullying. We keep a

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<sup>13</sup> Guidance on Safer Working Practices is available on the DfE website

record of known bullying incidents. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse. We keep a record of bullying incidents.

### **11.0 Racist Incidents**

11.1 Our policy on racist incidents is set out separately, and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents.

### **12.0 Preventing Radicalisation**

12.1 The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 2015, places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty").

12.2 The Counter- Terrorism and Security Act 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must include the local authority and Chief Officer of the local police. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism following a referral from the police, and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. The Act requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in undertaking the initial assessment as to whether a referral is appropriate.

Town Farm, which is required to have regard to Keeping Children Safe in Education are listed in the Act as partners of the panel. The relevant provisions of the Act came into force on 12th April 2015. To this end Town Farm believes and actively supports the view that all students should be protected from radicalisation and extremism. Our approach to this is in line with the Government's CONTEST strategy (the counter terrorist strategy) and PREVENT (stopping people becoming terrorists or supporting terrorism).

12.3 Radicalisation is the process by which people come to support terrorism and extremism, and in some cases participate in terrorist groups. Extremism is the vocal or active opposition to fundamental British values.

Our 100% commitment to safeguarding student welfare means we are vigilant to monitoring vulnerability to radicalisation including:

- Family tensions
- Sense of isolation
- Migration
- Distance from cultural heritage
- Experience of racism or discrimination
- Feeling of failure

Any concerns must be reported to the Designated Safeguarding Officers.

### **13.0 Prevention**

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

12.2 The school community will therefore:

12.2.1 Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.

- 12.2.2 Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, asking children to report whether they have had happy/sad lunchtimes/playtimes
- 12.2.3 Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- 12.2.4 Include across the curriculum, including PSHCE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, e-safety, road safety, pedestrian and cycle training. Also focussed work in Year 6 to prepare for transition to Secondary school and more personal safety/independent travel. (Appendix 10- see Curriculum Maps)
- 12.2.5 Staff will ensure that they take special care when off site with children on school trips and residential trips that if a disclosure is made it is followed up with the same care and procedure as being at school.
- 12.2.6 Ensure all staff are aware of the school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks as outline in the school mobile phone policy.

#### **14.0 Health & Safety**

- 14.1 Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment, and for example in relation to internet use, and when away from the school and when undertaking school trips and visits.

#### **14.0 Record Keeping**

14.1 It is the duty of all staff to report incidents disclosed or witnessed to the DSL. Incidents must be recorded on the appropriate paperwork and signed/dated.

Skin map (Appendix 5) for outward signs of physical damage. A description of the injury (including the colour of bruises etc) and how it occurred should be written on the form as well as marking up the position of the injury on the figure. Common sites for injuries are shown in Appendix 6. The document must be signed and dated as it could be used in evidence.

Incident causing concern form (Appendix 9). If a child starts to make a disclosure adults should make a written account of exactly what the child says and any questions asked by the adult. Handwritten notes and the completed form should be passed to the DSL. The document must be signed and dated as it could be used in evidence.

Personal Monitoring Form (Appendix 8). Sometimes it is necessary to monitor for signs of neglect i.e. poor personal hygiene, lack of resources such as school bag, failure to complete homework due to lack of support from home, inadequate food and clothing. Adults working with the child will monitor for a set period of time as agreed with the DSL. Entries must be initialled and dated as they could be used in evidence.



## 15.0 Monitoring and Evaluation

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

- Governing Body visits to the school
- SLT 'drop ins' and discussions with children and staff
- Pupil surveys and questionnaires
- Scrutiny of Attendance data
- Scrutiny of range of risk assessments
- Scrutiny of GB minutes
- Logs of bullying/racist/behaviour incidents for SLT and GB to monitor
- Review of parental concerns and parent questionnaires
- Review of our R2L room

***This policy also links to our policies on:***

*Behaviour,  
Staff Behaviour Policy/ Code of Conduct  
Whistleblowing,  
Anti-bullying,  
Health & Safety  
Allegations against staff,  
Parental concerns,  
Attendance,  
Curriculum  
PSHE  
Teaching and Learning  
Administration of medicines  
Drug Education  
Sex and Relationships Education  
Physical intervention  
ESafety including use of mobile phones  
Risk Assessment  
Recruitment  
Intimate Care  
Child Sexual Exploitation*

## **Appendices**

**Appendix 1- Recognising signs of child abuse**

**Appendix 2 – Female Genital Mutilation (FGM) Child Sexual Exploitation (CSE)**

**Appendix 3 – e-Safety concerns**

**Appendix 4 – Safeguarding children at Town Farm School Statement**

**Appendix 5 – Skin map**

**Appendix 6 – Common Sites for Accidental and Non-Accidental Injuries**

**Appendix 7 – Child Protection aide-memoire card**

**Appendix 8 – Personal Monitoring Form**

**Appendix 9 – Incident Causing Concern Form**

**Appendix 10 – Code of Conduct**

## **Appendix one**

### **Recognising signs of child abuse**

#### **Categories of Abuse:**

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

#### **Signs of Abuse in Children:**

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

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour.

#### **Risk Indicators**

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

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

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

In an abusive relationship the child may:

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

The parent or carer may:

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

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

### **Recognising Physical Abuse**

The following are often regarded as indicators of concern:

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

### **Bruising**

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

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush

- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

### **Bite Marks**

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

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

### **Burns and Scalds**

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

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

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

### **Fractures**

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

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

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

### **Scars**

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

### **Recognising Emotional Abuse**

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

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

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scape-goated 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

### **Recognising Signs of Sexual Abuse**

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

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

Some behavioural indicators associated with this form of abuse are:

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

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area

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

### **Sexual Abuse by Young People**

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

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

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

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

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

### **Assessment**

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

- **Equality** – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies

- **Consent** – agreement including all the following:
  - Understanding that is proposed based on age, maturity, development level, functioning and experience
  - Knowledge of society's standards for what is being proposed
  - Awareness of potential consequences and alternatives
  - Assumption that agreements or disagreements will be respected equally
  - Voluntary decision
  - Mental competence
- **Coercion** – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide. Further information and advice is available in the Surrey multi-agency protocol "Working with Sexually Active Young People" available at [www.surreycc.gov.uk/safeguarding](http://www.surreycc.gov.uk/safeguarding), by choosing Safeguarding Children – Protocols and Guidance for Professionals. Assessment, Consultation and Therapy (ACT) 01306 745310 can also assist professionals in identifying sexual behaviour of concern in children and adolescents.

### **Recognising Neglect**

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

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



## Appendix two

### **Female Genital Mutilation (FGM)**

**Female Genital Mutilation (FGM):** professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the DfE Multi-Agency Practice Guidelines. If Town Farm staff have any concerns regarding the possibility of this at any level they must follow the Town Farm's safeguarding procedures in order that the designated people for child protection and safeguarding can then use the existing national and local protocols for multi-agency liaison with police and children's social care.

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

#### **What is FGM?**

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

#### **4 types of procedure:**

Type 1 Clitoridectomy – partial/total removal of clitoris

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

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

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

Why is it carried out?

Belief that:

- ❖ FGM brings status/respect to the girl – social acceptance for marriage
- ❖ Preserves a girl's virginity
- ❖ Part of being a woman / rite of passage
- ❖ Upholds family honour
- ❖ Cleanses and purifies the girl
- ❖ Gives a sense of belonging to the community

- ❖ Fulfils a religious requirement
- ❖ Perpetuates a custom/tradition
- ❖ Helps girls be clean / hygienic
- ❖ Is cosmetically desirable
- ❖ Mistakenly believed to make childbirth easier

### Is FGM legal?

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

### Circumstances and occurrences that may point to FGM happening are:

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

Signs that may indicate a child has undergone FGM:

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

### The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action **without delay** and call the Contact centre.

### Child Sexual Exploitation

**Child sexual exploitation (CSE)** involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an

imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

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.

## Appendix 3

# What to do if you have an e-safety concern:

A concern is raised

Refer to the Head teacher/Child Protection Liaison Officer DSL

What type of activity is involved?  
(Use screening tool/e-safety legal framework)

Illegal

Incident closed  
(Is counselling or advice required?)

Inappropriate

Who is involved?

Child as instigator

Child as victim

Staff as victim

Staff as instigator

Establish level of concern.  
(Screening tool)

Establish level of concern.  
(Screening tool)

Establish level of concern.  
(Screening tool)

Establish level of concern.  
(Screening tool)

DSL to consider need for CP referral, or where staff member allegation, referral to LADO

If appropriate, disconnect computer, seal and store.

Other children involved?

Yes

No

In-school action:  
DSL,  
Head of ICT, senior manager.

Potential illegal or child protection issues?

Yes

SSCB Child Protection Procedures refer to LADO

Counselling  
Risk assessment

Possible legal action

School disciplinary and child protection procedures  
(possible parental involvement)

Possible legal action

Duty LADO: 01372 833310 (Local Authority Designated Officer)  
Contact Centre Children's referrals 0300 200 1006

**Appendix four****Safeguarding Children at Town Farm Primary School**

This school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

This means that we have a Child Protection Policy and procedures in place which we refer to in our prospectus. All staff (including supply staff, volunteers and governors) must ensure that they are aware of these procedures. Parents and carers

are welcome to read the Policy on request.

Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. We will ensure that our concerns about our pupils are discussed with his/her parents/carers first unless we have reason to believe that such a move would be contrary to the child's welfare.

Our Designated Child Protection Officers (DSLs) are:

Mr P Girardot, Headteacher – Lead DSL

Mrs N Kennedy, Assistant Headteacher - Deputy DSL

Mrs Clare Freeman, Deputy Headteacher – DSL

Mr A Bhatti, Deputy Headteacher – DSL

Mr A Hayes, Assistant Headteacher - DSL

If you are concerned about a child's welfare, please record your concern, and any observations or conversation heard, and report to one of the DSLs as soon as possible the same day. Do NOT conduct your own investigation.

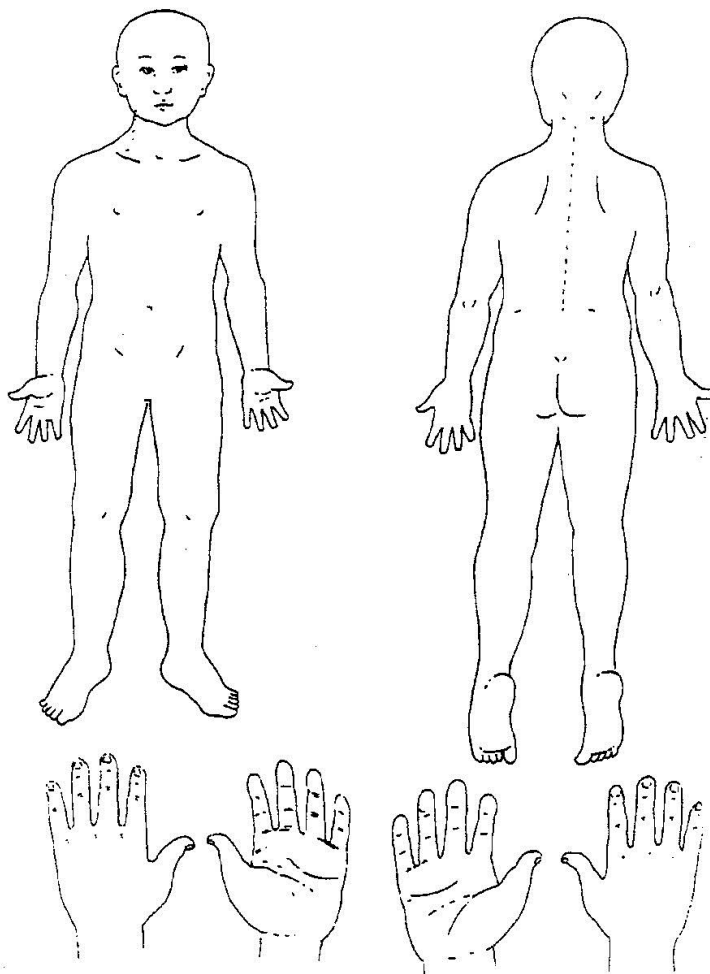
If your concerns relate to the actions or behaviour of a member of staff (which could suggest that s/he is unsuitable to work with children) then you should report this to one of the DSLs in confidence, who will refer the matter to the Headteacher (or the Chair of Governors if the concern relates to the Headteacher)– who will consider what action to take.

## Appendix five

### Skin map

24a Appendix 2 cont...

Name: ..... DoB: .....



Signature: ..... date: .....

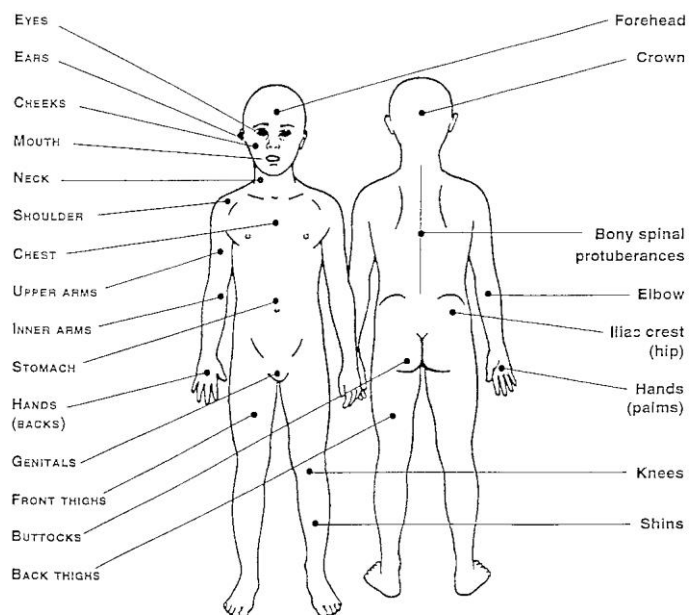
SURREY AREA CHILD PROTECTION COMMITTEE PROCEDURES

## Appendix 6

### Common Sites for Accidental and Non-Accidental Injuries

Appendix 4

#### COMMON SITES FOR ACCIDENTAL AND NON-ACCIDENTAL INJURIES



NON-ACCIDENTAL INJURY

ACCIDENTAL INJURY

SURREY AREA CHILD PROTECTION COMMITTEE PROCEDURES

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## Appendix 7 – Child Protection aide-memoire card

<p><b>Child Protection</b></p> <p>Child Protection Liaison Officer: HT and DHT.</p> <p>Skin maps:</p> <ul style="list-style-type: none"><li>• Must be completed for any injury</li><li>• Explanations of injuries recorded</li></ul> <p>Disclosures:</p> <ul style="list-style-type: none"><li>• Listen and make a written record (Incident causing concern forms available on network and in the staff room filing cabinet)</li><li>• Never promise confidentiality</li><li>• Do not interrogate</li><li>• Report to CPLO immediately</li></ul> <p>Pupil concerns:</p> <ul style="list-style-type: none"><li>• Record and report to CPLO</li></ul>
---

### What to do and say when a child discloses

#### DO:

- Listen carefully
- Record the conversation in the child's words and note the time
- Sign and date the record you make
  - Take it seriously
- Reassure they are right to tell
- Explain what will happen next

#### DON'T:

- Ask leading questions
- Make promises you cannot keep
  - Jump to conclusions
- Speculate or accuse anybody

**It is not your responsibility to decide if the allegation is true or not**



## Appendix 8 – Personal Monitoring Form

Name \_\_\_\_\_

TOWN FARM PRIMARY SCHOOL, Personal Monitoring Form

Please ensure that entries are dated.

Date	Homework completed	Has jumper or cardigan	Has coat on cold days	Homework bag	Socks	Clean clothing	Clean face, ears hands and nails	Lunch suitable?	Comment
M									
T									
W									
Th									
F									
M									
T									
W									
Th									
F									
M									
T									
W									
Th									
F									
M									
T									
W									
Th									
F									
M									
T									
W									
Th									
F									

## Appendix 9 – Incident Causing Concern Form

**Pupil's**  
**name.....D.O.B.....**

**Date of incident/disclosure.....Time:.....**

**Where incident/disclosure**  
**occured.....**

**NB if this is a record of a disclosure with child protection**  
**implications, record where the child made the disclosure to you.**

**Write down exactly what the child says in his/her own words.**

**Write down any questions you ask.**

**Details (Where, when, who, what happened, source of information**  
**etc).**

**Recorded**  
**by:.....Date:.....**  
**.....**

**Skin map attached: yes/no**

**Action taken by SMT:**

## **Appendix 10 – Code of Conduct**

Town Farm Primary School Child Protection and Safeguarding Policy applies to all adults, including volunteers, working in or on behalf of the school. The school aims:

- to ensure that any child within our school feels safe at all times
- to ensure that all stakeholders are safe and feel that they are able to put the welfare of the children first, without any concern of negative consequences being attached to their actions
- to ensure all adults coming in contact with the children have been properly vetted and cleared in as suitable to work and support children in our care
- to ensure all adults coming in contact with children in school have been trained and understand their safeguarding responsibilities.

### **School Commitment**

Town Farm Primary School is committed to safeguarding and promoting the welfare of all its pupils. We will always take a considered and sensitive approach in order to support all our pupils and recognise that every child's individual welfare is of paramount importance.

### **Code of Safe Conduct**

We acknowledge that the vast majority of employees and volunteers in education behave appropriately whilst working with pupils. There are, nevertheless, laws that now govern the expected conduct of adults working in a school, with additional government information also available to provide guidance and clarification of legal points.

Staff sometimes express uncertainty as to what is and isn't acceptable and ask for guidance regarding those behaviours which, whilst most probably innocent, may be considered illegal, improper or could be misconstrued by another person.

The following Code of Safe Conduct should be read carefully to ensure that you understand what is expected of you and how you should act and behave when in doubt whilst working in or on behalf of the school (including out of school activities).

Adherence to this Code is mandatory. The purpose of this policy is to ensure that both children and adults are safe; and that our employees and volunteers are protected from the possibility of allegations being made against them.

Everyone must:

- adhere to the School's Safeguarding and Child Protection, Behaviour, Physical Intervention, Photography and Video, Health & Safety and Intimate Care Policies.
- be a 'positive role model' to pupils and behave in a manner which is mature, respectful, safe, fair and considered.
- not behave in a way that could lead any question of your conduct, intentions or suitability to care for other people's children.
- respect people's rights to confidentiality (unless you need to report something to the Headteacher e.g. child protection concerns).
- not touch children in a manner which is gratuitous or would be considered sexual, threatening or intimidating.
- treat all children equally and you should never build 'special' relationships with individual children or confer favour on particular children.
- not discriminate favourably or unfavourably toward any child
- not make arrangements to contact, communicate or meet children outside of your work.
- never develop 'personal' or sexual relationships with children.
- not push, hit, kick, punch, slap, throw missiles at or smack a child or threaten to do so.
- not be sarcastic, shout at or make remarks or 'jokes' to children of a personal, sexual, racist, discriminatory, intimidating or otherwise offensive nature.

- not embarrass or humiliate children.
- not give or receive (other than 'token') gifts unless arranged through school e.g. donating outgrown PE kit, football boots, uniform.
- not allow, encourage or condone children to act in an illegal, improper or unsafe manner e.g. smoking, drinking alcohol, bullying or physically hurting other children.
- not behave in an illegal or unsafe manner e.g. exceed the speed limit, be under the influence of drugs or alcohol, drive a vehicle which is unroadworthy or otherwise unsafe or not properly ensured, use a mobile phone, fail to use seat belts or drive safely whilst transporting children.
- never undertake any work with children when you are not in a fit and proper state to do so e.g. under the influence of medication which induces drowsiness, have a medical condition which dictates that you should not be caring for children.

Everyone must report to the Headteacher or, if appropriate, Chair of Governors:

- any behaviour or situation which may give rise to complaint, misunderstanding or misinterpretation.
- any difficulties you experience e.g. coping with an unruly child, situations you anticipate you may not be sufficiently qualified, trained or skilled to deal with or handle well.
- any behaviour of another person working for the school which gives you cause for concern. (Please be assured that you will be protected by our 'whistle blowing policy' in these circumstances).

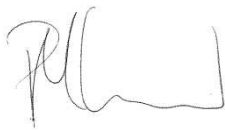
To be signed by Members of Staff and Volunteers on joining the school:

I ..... have read the school's information for Staff and Volunteers and agree to abide by the Code of Safe Conduct.

**Policy Date: Autumn 2015**

**Review Date: Autumn 2016**

**Signed:**



Head Teacher

**Signed:**



Chair of Governors