**Child Protection and Safeguarding Policy & Procedures**

Written: January 2017

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**Key Safeguarding and Child Protection Contacts**

<table>
<thead>
<tr>
<th>Designated Staff for Child Protection</th>
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<tbody>
<tr>
<td>Alexandra Hardy</td>
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<tr>
<td>Dawn Persad</td>
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<td>Michelle Raistrick</td>
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<td>Jenny Livens</td>
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<tr>
<th>Governor for Child Protection</th>
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<tr>
<td>Gay Wenban-Smith</td>
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<td>Contact Details</td>
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<tr>
<th>Designated Staff Lead for Looked After Children</th>
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<tr>
<td>Michelle Raistrick</td>
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<tr>
<td>Lucy Willmott</td>
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<th>Local Authority Contacts</th>
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<tr>
<td>Lambeth Children’s services first response telephone</td>
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<tr>
<td>Out of hours telephone</td>
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</table>
| Local Authority Designated Officer (LADO)                                | Telephone: 0772 082 8700  
| email: lado@lambeth.gcsx.gov.uk                                          | |
| LA Safeguarding Lead for Primary Schools *Sarwan Singh Jandu*             | Telephone: 0207 926 9643  
| mobile: 0797 649 0051  
| email: sjandu@lambeth.gov.uk                                            | |
Introduction

Henry Cavendish Primary School is committed to providing an environment for pupils, where children feel safe and are kept safe and all staff contribute to the culture of vigilance which is embedded in our school. All staff form part of the wider safeguarding system for children. This system is described in statutory guidance *Working together to safeguard children, March 2015*.

Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all staff should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

No single professional can have a full picture of a child’s needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- protecting children from maltreatment
- preventing impairment of children’s health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

The Aims of this Policy

There are three elements to our safeguarding policy:

Prevention

- Providing an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties
- Raising awareness in all staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse
- Ensuring that all adults within our school who have access to children have been rigorously checked as to their suitability using safe recruitment procedures

Protection

- Through the establishment of a systematic means of monitoring children known or thought to be at risk of harm
- Through the establishment of structured procedures within the school which will be followed by all members of the school community in cases of suspected abuse
- Through providing regular training and up-dates for all staff
- Through the development of effective working relationships with all other agencies involved in safeguarding children

Support

- Ensuring that key concepts of Child Protection are integrated within the curriculum and pupils are educated about risks associated with the new digital technologies
- Ensuring that children are listened to and their concerns taken seriously and acted upon
- Working with others to support pupils who may have been abused to access the curriculum and take part in school life
Framework

Key documents that inform this policy are:

- Keeping children safe in education, September 2016
- Working together to safeguard children, March 2015
- Statutory framework for the early years foundation stage March 2014
- What to do if you’re worried a child is being abused 2015

Our school procedures for safeguarding children will be in line with the Lambeth Safeguarding Children Board child protection procedures which are based on the London Child Protection Procedures.

1. Role and Responsibilities

1.1. The Role of the Governing Body

The Governing Body will ensure that Henry Cavendish Primary School meets its statutory duties with regard to safeguarding and protecting children in line with the provisions set out in the statutory guidance ‘Keeping children safe in education, September 2016’.

The Governing Body will challenge the school’s Senior Leadership Team (SLT) on the delivery of this policy and monitor its effectiveness.

Governors will review this policy every year and may amend and adapt it in accordance with any new legislation or guidance.

The Governing Body will ensure that the following are in place:

- Safeguarding and child protection policies and procedures are consistent with Lambeth Safeguarding Children Board procedures
- Staff handbook
- Social Media Policy

The Governing Body has appointed the Headteacher as the Designated Safeguarding Lead with responsibilities for carrying out the statutory duties as set out in this policy.

The school has a designated governor responsible for advocating child protection and safeguarding issues within the school. This governor will liaise with the Headteacher and report to the Governing Body on safeguarding matters.

1.2. The Role of the Headteacher

The Headteacher will ensure that policies and procedures adopted by the Governing Body are followed by all staff.

1.3. The Role of the Designated Safeguarding Lead

The Designated Safeguarding Lead will take the lead responsibility for safeguarding and child protection. Annex B of the DFE Guidance; Keeping children safe in education 2016, describes the broad areas of responsibility and activities related to this role. Three other members of the SLT have also been appointed as Deputy Designated Safeguarding Leads. The ultimate responsibility for safeguarding and child protection remains with the Designated Safeguarding Lead.

The Designated Safeguarding Lead or Deputies also co-ordinate the school’s representation at Child Protection conferences/core groups and the submission of written reports for such Child Protection meetings.
The designated Safeguarding Lead will have oversight of the delivery of school recommendations within Child Protection Plans and will disseminate information to relevant staff members as appropriate.

During term time, the Designated Safeguarding Lead and/or a deputy will be available during school hours for staff to discuss any safeguarding concerns. The designated safeguarding lead will ensure that there are adequate and appropriate cover arrangements for any out of hours/out of term activities.

1.4. The Role of Staff

Henry Cavendish Primary School staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating. If staff members have any concerns about a child’s welfare, they should report the matter using CPOMS (Child Protection Online Monitoring System) as all recorded information will automatically be sent to the designated person(s) to review.

If a child is in immediate danger or is at risk of harm, the Safeguarding Designated Lead will refer to children’s social care and/or the police immediately.

2. Working with Parents and Carers

The school recognises the importance of working together in partnership with parents and carers to ensure the welfare and safety of pupils.

The school will:

- make parents aware of the statutory role in safeguarding and promoting the welfare of children, including the duty to refer pupils, where necessary
- ensure safeguarding policies will be available on the school website or on request at the school office
- ensure a robust complaints procedure is in place to deal with issues raised by parents and careers

3. Confidentiality and Information Sharing

Consent to share information about pupils must be obtained from their parents or carers.

Parental consent to refer to Lambeth Children Social Care can be dispensed with if seeking consent is likely to put the pupil at risk of significant harm. Henry Cavendish Primary School has a legal duty to share this information with Lambeth Children’s Social Care.

If a child is subject to a child protection investigation, Henry Cavendish Primary School will share any information about the child requested by Lambeth children’s social care staff.

4. Referral to Lambeth Children’s Social Care Services

Referral to Lambeth children’s services first response team will be made using a Multi-Agency Referral Form (MARF).

Lambeth Children’s services first response telephone: 020 7926 3100, Out of hours telephone: 020 7926 1000, Email: dutymanger@lambeth.gov.uk

5. Definitions and Indicators of Abuse

For definitions and indicators of abuse, refer to Appendix A

For guidance on responding to a disclosure of abuse, refer to Appendix B
6. Training

Our Governing Body will require the Headteacher to ensure that all staff members undergo safeguarding and child protection training at induction. The training will be updated at least every three years and is in line with advice from the Lambeth Safeguarding Children Board.

The Designated Safeguarding Lead and any deputies should undergo training to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years.

All staff members will receive regular safeguarding and child protection updates (for example, via email, briefings, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Staff will have opportunities to ask questions and to make recommendations.

New staff will undertake a child protection online course before taking up their post or within the first two weeks of starting.

7. Teaching Children About Safeguarding

Our Governing Body will ensure children are taught about keeping themselves safe, including online, through discrete teaching and as part of Personal, Social and Health Education (PSHE) lessons. Children are encouraged to voice their observations and to be open and honest at all times.

8. Physical Intervention / Positive Handling

All staff (paid and voluntary) are expected to adhere to a code of conduct in respect of their contact with pupils and their families. Whilst it would be unrealistic and undesirable to preclude all physical contact between adults and children, staff should avoid placing themselves in a position where their actions might be open to criticism or misinterpretation.

Our Use of Reasonable Force procedures are in line with DfE Guidance on the ‘Use of Reasonable Force’.

Refer to our separate policy on Use of Restraint.

9. Intimate Care

Refer to our school Toileting Policy.

10. Record Keeping

The Designated Safeguarding Lead will ensure that all child protection records and safeguarding concerns are kept separately from pupil records. Electronic records will be stored securely with restricted access. Paper records will be secured in a locked cabinet with restricted access. Information from the records may be shared with school staff on a need to know basis.

When a pupil transfers to a new school we will ensure that the child protection records are addressed to the Designated Safeguarding Lead and sent separately from the general records to the new school.

11. Inter-Agency Working

The Governing Body will require the Headteacher to ensure that the school contributes to inter-agency working in line with statutory guidance Working together to safeguard children. Henry Cavendish Primary School will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.
Our School will allow access for children’s social care to conduct, or to consider whether to conduct, a section 17 (children in need) or a section 47 (child protection) assessment.

12. Safer Recruitment

Henry Cavendish Primary School will adopt safer recruitment procedures that help identify people who might have a criminal record. We adhere to the statutory guidance Keeping children safe in education, September 2016, to ensure that all staff working in our school have had the appropriate checks carried out.

The School Staffing (England) Regulations 2009 require Governing Bodies of maintained schools to ensure that at least one person on any appointment panel has undertaken safer recruitment training.

Staff working in the school, engaged in regulated activity, will require an enhanced Disclosure and Baring Services (DBS) certificate, which includes the barred list check. All teaching staff employed to carry out work will require an additional check to ensure that they are not prohibited from teaching.

Where an individual starts work in regulated activity before the DBS certificate is available, we will ensure that the individual is appropriately supervised and that all other checks, including a separate barred list check (List 99), have been completed. The school will carry out a risk assessment and put in place any necessary measures to ensure that the pupils are safe whilst awaiting an outcome of the DBS check. The risk assessment will be prepared by the Director of Business & Finance and signed off by the Headteacher and Chair of Governors.

We will not knowingly employ any person in our Early Years Foundation Stage (0-5 years) or our After School activities (0-8 years) who have been disqualified from such work under the Childcare Act 2006 as set out in the Childcare (Disqualification) Regulations 2009. All staff working in the Early Years will annually complete “The Keeping Children Safe – Suitability Declaration Form”.

All volunteers will be suitably supervised and will be subject to an Enhanced DBS Check. Checks on volunteers will be recorded on the Single Central Record (SCR) but without a check of the Children’s Barred list. Supervised activity does not fall under the definition of Regulated Activity.

Volunteers will work under the direct management of a staff member, who is in Regulated Activity and vetted accordingly, and all volunteers will be subject to the same code of conduct as paid employees of our school. They will have training from the school if they are reading volunteers. All other volunteers will work alongside a teacher or a member of the premises team. For supply staff, Henry Cavendish Primary School must have written confirmation that the employment agency has carried out the relevant checks and obtained the appropriate certificates. Enhanced DBS check certificate numbers of supply staff, will be added to the SCR.

13. Single Central Record

Our school will keep a Single Central Record (SCR), covering all staff (including supply staff, and trainee teachers) who work at the school.

The following information will be recorded for all staff including trainee teachers. The SCR is verification that the following checks have been carried out or certificates obtained, and the date on which each check was completed/certificate obtained:

- an identity check
- a barred list check
- an enhanced DBS check/certificate
- a prohibition from teaching check

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1 “Regulated Activity” is work which involves close and unsupervised contact with vulnerable groups including children and cannot be undertaken by a person who is on the DBS Barred list”
• further checks on people who have lived or worked outside the UK; this would include recording checks for European Economic Area (EEA) teacher sanctions and restrictions
• a check of professional qualifications
• a check to establish the person’s right to work in the United Kingdom

We will ensure that DBS checks are renewed every three years for all staff, and will be a condition of service. Staff may subscribe to the DBS Update Service allowing a status check to be carried out regularly.

We will ensure that all staff in Regulated Activity are checked against the DBS’ Children’s Barred List prior to their appointment as part of the vetting process. A separate DBS Children’s List check will be carried out if application for the checks has not been completed by the start date.

Our school has a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or if we have a reason to believe the member of staff has committed one of a number of listed offences and as a result we have removed them from working in Regulated Activity. Such referrals to the DBS apply to paid or unpaid staff where we are the employer and also applies where we would have removed that person from Regulated Activity had that person not resigned from our employment.

14. Allegation of Abuse Made Against Teachers and Other Staff

Parents have the right to make a formal complaint against the action of the school and/or its employees and such complaints will be dealt with in line with the school’s Complaints Procedures.

Where it is alleged that a member of staff (including volunteers) in the school 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 he or she would pose a risk of harm to children

the matter will be dealt with in line with the allegations procedures as set out in Part Four of ‘Keeping Children Safe in Education, 2016.’

Allegations against staff must be brought immediately to the attention of the Headteacher. The Headteacher will only carry out initial enquiries (not an investigation) prior to a discussion with the Local Authority Designated Officer (LADO).

Any allegation relating to the Headteacher must be brought to the attention of the Chair of Governors.

All referrals relating to an allegation against an adult working with children will be made to social care via the Lambeth Children’s Services first response team using the LADO referral form.

Outcomes of all investigations into allegations made against staff will be notified to schools Local Authority Safeguarding Lead (Sarwan Singh Jandu) on completion.

Allegations against a teacher who is no longer teaching or allegations that are historical will be referred to the police.

15. Online Safety

The use of technology and social media has become a significant component of safeguarding children. Technology often provides the platform that facilitates harm targeting children for child sexual exploitation, radicalisation and sexual grooming.

It is essential that children are safeguarded from potentially harmful and inappropriate online material. As such the Governing Body will ensure appropriate filters and appropriate monitoring systems are in place. The approach
to online safety is to protect and educate the whole school community in their use of technology and establishes mechanisms to identify, intervene and escalate any incident where appropriate.

Pupils will be taught to recognise risk and build resilience in order to manage risk themselves where appropriate to their age. Pupils will be encouraged to use the internal systems for example the learning mentor, trusted staff, to whistle blow or raise issue of safety in confidence.

16. Peer on Peer Abuse

Staff should recognise that children are capable of abusing their peers. The school will take peer on peer abuse seriously, it should never be tolerated or passed off as “banter” or “part of growing up”.

Different forms of peer on peer abuse:

- bullying / cyber bullying
- sexting
- sexual touching
- subjecting others to an initiation rite

Children who harm others are likely to have considerable needs themselves and may have witnessed violence in the family or have been exposed to physical or sexual harm, or may have committed other offences.

17. Bullying

Refer to the school Anti-Bullying Policy.

18. Looked After Children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Our Governing Body will ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe.

| Our designated teacher for looked after children is: | Lucy Willmott - HCB  
Michelle Raistrick - HCS |

We will ensure that appropriate staff have the information they need in relation to a child’s looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They will also have information about the child’s care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The Designated Safeguarding Lead will have details of the child’s social worker and the name of the virtual school head in the authority that looks after the child.

Virtual school heads receive pupil premium plus additional funding based on the latest published numbers of children looked after in the authority. The designated teacher for looked after children will work with the virtual school head to discuss how that funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child’s personal education plan.

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2 The Headteacher for Looked After children (LAC) i.e., not a real school but a virtual school that oversees LAC in community schools. Their responsibilities include writing Pupil Educational Plans (PEP) and checking how enhanced Pupil Premium funding is being used.
19. Children with Special Educational Needs and Disabilities

Children with Special Educational Needs and disabilities (SEND) can face additional safeguarding challenges. The Child Protection and Safeguarding Policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration
- children with SEND can be disproportionately impacted by things like bullying without outwardly showing any signs
- communication barriers and difficulties in overcoming these barriers

Awareness of these additional barriers is reflected in the training for staff.

20. Children Missing from Education

A child going missing from education is a potential indicator of abuse or neglect. We will follow the school procedures for unauthorised absence, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future.

It is essential that staff are alert to signs to look out for and individual triggers to be aware of, when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and forced marriage.

The school will inform their local authority of any pupil who is going to be removed from the admission register where the pupil:

- has been taken out of school by their parents and the school has received written notification from the parent they are being educated outside the school system e.g., home education
- has ceased to attend school and no longer lives within reasonable distance of the school at which they are registered
- has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age
- is in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period
- has been permanently excluded

The school will inform the local authority of any pupil who fails to attend school regularly, or has been absent without permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.

21. Child Sexual Exploitation

Child Sexual Exploitation (CSE) is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.
Some of the following signs may be indicators of sexual exploitation:

- children who appear with unexplained gifts or new possessions
- children who associate with other young people involved in exploitation
- children who have older boyfriends or girlfriends
- children who suffer from sexually transmitted infections or become pregnant
- children who suffer from changes in emotional well-being
- children who misuse drugs and alcohol
- children who go missing for periods of time or regularly come home late
- children who regularly miss school or education or do not take part in education

Staff will report any concerns to the Safeguarding Designated Lead.

22. Domestic Violence

The definition of Domestic Violence (DV) includes, any pattern of controlling or coercive or threatening behaviour, (psychological, physical, sexual, financial or emotional) between those aged 16 or over who are or who have been intimate partners or family members regardless of gender or sexuality.

The definition of harm as amended the Adoption & Children Act 2002: Impairment suffered from seeing or hearing the ill treatment of another, particularly in the home, even though they themselves have not been directly assaulted or abused

Henry Cavendish Primary School recognises that DV will have an impact on aspects of a child’s life. The harm suffered will vary according to the child’s resilience or otherwise to his or her particular circumstances. We recognise that the victim’s capacity to protect their child/ren is diminished through anxiety about their own circumstances.

Henry Cavendish Primary School will allow an opportunity for the abused partner (predominantly the woman but not exclusively so) to disclose the harm. We will ensure that all information is dealt with securely and sensitively and refer the matter to Lambeth children’s social care where there is a child or children at risk of significant harm and/or neglect.

23. Honour-Based Violence

‘Honour-based’ violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and will be handled and escalated as such.

24. Female Genital Mutilation

FGM is considered child abuse and a grave violation of the human rights of girls and women. It comprises of procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal to subject any child to FGM in the UK and to take a child abroad to undergo FGM.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers in England and Wales, to personally report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions.

It will be rare for teachers to see visual evidence, and they should not be examining pupils.
Any member of staff who has a FGM concern should discuss with the Designated Safeguarding Lead who will involve the children’s social care as appropriate. Referrals can be made by individual professionals however it must also be reported to a Designated Safeguarding Lead.

Typical identifiers / triggers are:

- family comes from a community known to practice FGM
- child asked to be excused from PE/swimming on return from abroad
- family/child may confide that she is going to a ‘special ceremony’ when on holiday
- a female child is known to have a sister that has already undergone FGM
- family withdraws female child from PSHE/SRE

25. Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage.

If any member of staff receives a disclosure or is aware that a forced marriage is about to happen this must be disclosed to the Designated Safeguarding Lead without delay for appropriate action to be taken. Where there is a risk that a child may be or has been taken out of the country, the school will contact the Forced Marriage Unit (FMU) as well as local authority social care.

FMU contact: 020 7008 0151 or email: fmu@fco.gov.uk

26. Extremism and Radicalisation

Refer to our Preventing Extremism and Radicalisation Safeguarding Policy.

Protecting children from the risk of radicalisation should be seen as part of Henry Cavendish Primary School’s wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with other safeguarding risks, staff should be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation.

From 1 July 2015, schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 of the need to prevent from people from being drawn into terrorism. This duty is known as the Prevent duty.

Teaching staff will undertake Prevent awareness training to help them identify the risks that children may face in regard to being drawn into terrorism and to challenge extremist ideas.

27. Private Fostering

Where Henry Cavendish Primary School becomes aware that a child is provided with care and accommodation by someone to whom they are not related in that person’s home, they should raise this in the first instance with the Designated Safeguarding Lead. The school will notify the local authority of the circumstances, and the local authority will check that the arrangement is suitable and safe for the child.
28. Policy Adoption, Monitoring and Review

This policy was considered and adopted by the Governing Body in line with their overall duty to safeguard and promote the welfare of children as set out in the DfE guidance ‘Keeping Children Safe in Education, September 2016’.

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<th>January 2017</th>
<th>Updated</th>
<th>Ratified</th>
<th>30th January 2017</th>
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<tbody>
<tr>
<td>Signed by</td>
<td>Gay Wenban-Smith</td>
<td>Chair of Governors</td>
<td>Date</td>
<td>30th January 2017</td>
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Appendix A – Types of abuse and their symptoms

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 fabricates the symptoms of, or deliberately induces, illness in a child.

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<th>Physical Abuse Indicators</th>
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<td><strong>Physical indicators</strong></td>
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<tr>
<td>Unexplained injuries – bruises /abrasions / lacerations</td>
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<tr>
<td>The account of the accident may be vague or may vary from one telling to another.</td>
</tr>
<tr>
<td>Unexplained burns</td>
</tr>
<tr>
<td>Regular occurrence of unexplained injuries</td>
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<tr>
<td>Most accidental injuries occur on parts of the body where the skin passes over a bony protrusion</td>
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| **Behavioural indicators** |
| Withdrawn or aggressive behavioural extremes |
| Uncomfortable with physical contact |
| Seems afraid to go home |
| Complains of soreness or moves uncomfortably |
| Wears clothing inappropriate for the weather, in order to cover body. |
| The interaction between the child and its carer |

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 involve a parent failing to:

- provide adequate food, clothing and shelter
- 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.

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<td><strong>Physical indicators</strong></td>
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<tr>
<td>Unattended medical need</td>
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<td>Underweight or obesity</td>
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<tr>
<td>Recurrent infection</td>
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<tr>
<td>Unkempt dirty appearance</td>
</tr>
<tr>
<td>Smelly</td>
</tr>
<tr>
<td>Inadequate / unwashed clothes</td>
</tr>
<tr>
<td>Consistent lack of supervision</td>
</tr>
<tr>
<td>Consistent hunger</td>
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<tr>
<td>Inappropriately dressed</td>
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| **Behavioural indicators** |
| Poor social relationships |
| Indiscriminate friendliness |
| Poor concentration |
| Low self-esteem |
| Regularly displays fatigue or lethargic |
| Frequently falls asleep in class |
| Frequent unexplained absences |
Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent effects on the child’s emotional development, and may involve:

- conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- imposing age or developmentally inappropriate expectations on children. These may include interactions that are beyond the child’s developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- seeing or hearing the ill-treatment of another
- serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

### Emotional Abuse Indicators

<table>
<thead>
<tr>
<th>Physical indicators</th>
<th>Behavioural indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor attachment relationship</td>
<td>Low self-esteem</td>
</tr>
<tr>
<td>Unresponsive / neglectful behaviour towards the child’s emotional needs</td>
<td>Unhappiness, anxiety</td>
</tr>
<tr>
<td>Persistent negative comments about the child.</td>
<td>Withdrawn, insecure</td>
</tr>
<tr>
<td>Inappropriate or inconsistent expectations</td>
<td>Attention seeking</td>
</tr>
<tr>
<td>Self-harm</td>
<td>Passive or aggressive behavioural extremes</td>
</tr>
</tbody>
</table>

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.

### Sexual Abuse Indicators

<table>
<thead>
<tr>
<th>Physical indicators</th>
<th>Behavioural indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sign of blood / discharge on the child’s underclothing.</td>
<td>Sexually proactive behaviour or knowledge that is incompatible with the child’s age &amp; understanding</td>
</tr>
<tr>
<td>Awkwardness in walking / sitting</td>
<td>Drawings &amp; or written work that is sexually explicit</td>
</tr>
<tr>
<td>Pain or itching – genital area</td>
<td>Self-harm / Suicide attempts</td>
</tr>
<tr>
<td>Bruising, scratching, bites on the inner thighs / external genitalia.</td>
<td>Running away</td>
</tr>
<tr>
<td>Self-harm</td>
<td>Substance abuse</td>
</tr>
<tr>
<td>Eating disorders</td>
<td>Significant devaluing of self</td>
</tr>
<tr>
<td>Enuresis / encopresis</td>
<td>Loss of concentration</td>
</tr>
<tr>
<td>Sudden weight loss or gain</td>
<td></td>
</tr>
</tbody>
</table>
Appendix B – Responding to a Disclosures of Abuse

• Always stop & listen to someone who wants to tell you about incidents or suspicions of abuse, without displaying shock & disbelief

• Take the child seriously. Always assume that he/she is telling the truth

• Do not promise confidentiality; you have a duty to refer to the designated senior person for child protection concerns

• Do reassure and alleviate guilt
  ▪ For example, you could say, “you are not to blame”
  ▪ “You have done the right thing to tell someone”

• Do not ask leading questions.
  ▪ For example, “What did she do next?” (this assumes that she did), or “did he touch your private parts?”

• In cases where criminal proceedings occur, such questioning can cause evidence to become invalid

• Do not ask the child to repeat the incident for another member of staff
  ▪ The child may well have to tell the story again, and to do so repeatedly will cause undue stress

• End by summarising what has been said and what action has been agreed

• Be clear about what you intend to do next

• Discuss your concern/disclosure with the designated child protection person at the school

• Record carefully what has been said and what actions have been agreed