

<b>Policy Title</b>	<b>Child Protection Policy</b>
<b>Reference</b>	<b>WPS//Version 1</b>
<b>Approving Committee</b>	<b>Safeguarding</b>
<b>Chair of Governors</b>	<b>Headteacher</b>
<b>Date of Next Review</b>	<b>September 2016</b>

**Mission Statement:**

Woodborough School is about

**Christian caring**  
**Happiness**  
**Inspiring**  
**Learning together**  
**Diversity**  
**Rewarding**  
**Enabling**  
**Nurturing**

# Child Protection Policy

Woodborough CE Primary School fully recognises its responsibilities for child protection.

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This policy should be read alongside the following other school policies:

Whistleblowing Policy

WCSB Social Networking Policy

Disclosure and Barring Service (DBS) checks policy and procedures

E-safety Policy

Educational Visits Policy

In addition all staff will have read Part 1 of *Keeping Children Safe in Education*, March 2015.

This document also references the following documents from the Wiltshire Safeguarding Children Board:

- *Revised Multi-Agency Thresholds for Safeguarding Children (December 2014)*
- *Escalation Policy for Dispute Resolution (October 2014)*

Woodborough CE Primary School staff are advised to maintain an attitude of 'it could happen here' as far as safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interest of the child.

Schools do not operate in isolation. Safeguarding is the responsibility of all adults and especially those working or volunteering with children. The school aims to help protect the children in its care by working consistently and appropriately with all agencies to reduce risk and promote the welfare of children. All professionals work within the same safeguarding procedures.

### **1. Purpose of the policy**

- To raise the awareness of all school staff of the importance of safeguarding pupils and of their responsibilities for identifying and reporting actual or suspected abuse
- To ensure pupils and parents are aware that the school takes the safeguarding agenda seriously and will follow the appropriate procedures for identifying and reporting abuse and for dealing with allegations against staff
- To promote effective liaison with other agencies in order to work together for the protection of all pupils
- To support pupils' development in ways which will foster security, confidence and independence
- To integrate a safeguarding curriculum within the existing curriculum allowing for continuity and progress through all key stages
- To take account of and inform policy in related areas such as discipline, bullying and e-safety

There are three main elements to the school's safeguarding policy:

1. **PREVENTION** (positive and safe school environment, careful and vigilant teaching, accessible pastoral care, support to pupils, good adult role models).
2. **PROTECTION** (agreed procedures are followed, staff are trained and supported to respond appropriately and sensitively to safeguarding concerns).
3. **SUPPORT** (to pupils, who may have been at risk of significant harm and the way staff respond to their concerns and any work that may be required).

### **2. Child Protection procedures and guidelines**

#### **What is Child Protection?**

Child Protection is one very important aspect of safeguarding. It refers to the activity which is undertaken to protect specific children who are suffering, or at risk of suffering, significant harm. Safeguarding, in addition to child protection, encompasses issues such as pupil health and safety, bullying/cyber-bullying, appropriate medical provision, drugs and substance misuse. These areas have specific policies and guidance which should be read in conjunction with this document.

#### **What is significant harm?**

The Children's Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention by statutory agencies in family life in the best interests of children. There are no absolute criteria on which to rely when judging what constitutes significant harm. Sometimes it might be a single traumatic event but more often it is a compilation of significant events which damage the child's physical and psychological development. Decisions about significant harm are complex and require discussion with the statutory agencies.

#### **Responsibilities**

The responsibility for child safeguarding falls on everybody who is employed at the school. All adults who work at Woodborough CE Primary School are expected to support the school's Child Protection Policy, with overall responsibility falling upon the Headteacher. All staff, including volunteers, have a statutory obligation to report to the Designated Safeguarding

Lead (DSL) if there is suspicion of abuse/neglect of a pupil or if a pupil discloses abuse or allegations of abuse.

We will follow the child protection procedures set out by the Wiltshire Safeguarding Children Board and will have regard to statutory guidance issued by the Department for Education *Keeping Children Safe in Education, 2016*.

Governing bodies should ensure a member of the governing body, usually the chair, is nominated to liaise with the local authority and/or partner agencies on issues of child protection.

**The Nominated Governor is: Dr Tim Atkins**

Governing bodies should appoint a senior member of staff to the role of Designated Safeguarding Lead and deputy Designated Safeguarding Lead for child protection and safeguarding.

**The role of the Nominated Governor is outlined in Appendix 1.**

The **Designated Safeguarding Lead** is a senior member of staff designated to take lead responsibility for:

- Managing all child protection issues (Headteacher/principal leads on allegations against staff)
- Keep secure child protection plans, write records and reports
- Child protection policy and procedures: lead in evaluation, review and revision, ensure available to staff and parents
- Induction of staff and volunteers/staff training/ensure staff are aware of safeguarding policy and procedure
- Providing advice, information and support to other staff/adults in the school and with other pastoral staff to pupils on safeguarding issues
- Understand (and participate in) early help assessments and process for early help
- Liaising with the local authority and local safeguarding children board
- Working in partnership with other agencies; referrals and support; information sharing
- Ensure a culture of listening to children and taking account of their wishes and feelings.

**The Designated Safeguarding Lead is: Mrs Sarah Brewis - Headteacher**

**The deputy Designated Safeguarding Lead is: Mrs Prathayini Wright  
– Deputy Headteacher**

**3. Safeguarding information for pupils**

- All pupils in the school are aware of staff who they can talk to:
  - The names of the DSL/deputy/nominated governor are available and displayed around the school.
  - We operate a 'peg system' to enable all children to access and talk to an adult of their choice.
  - We have ELSA trained staff who run support groups as necessary.
- PSHE is used as a vehicle for teaching safeguarding to pupils as a preventative measure e.g. child sexual exploitation at an age appropriate level.
- NSPCC visits into school to talk to the children about safeguarding issues.

**4. Safer Recruitment**

- Refer to guidance –Part 3 of *Keeping Children Safe in Education*.
- Woodborough CE Primary School takes safeguarding very seriously when recruiting – adhering to all current legislation.

- The school carries out: enhanced DBS check with barred list information; identity checks, verifies the candidate's mental and physical fitness, qualifications, employment references, DBS details, right to work in the UK.
- The Headteacher and the Chair of Governors (Mrs Sally Gilbey) have up to date 'Safer Recruitment Training'.
- All Safeguarding and DBS checks are accurately recorded on a single central record.
- Volunteers and Governors are all subject to: DBS, informal interview, discussion about safeguarding policy before appointment, induction and training etc.

#### **5. Staff training and induction**

- The DSL will attend safeguarding training at least every two years, attend safeguarding forums and keep up to date with recommendations from serious case reviews, changes to national and WSCB policy and guidance.
- The Nominated Governor will attend initial awareness training and undertake refresher training not less than three yearly.
- The whole school staff group will receive safeguarding training at least every three years with annual up-dates and notifications of any necessary changes, reminders being made available as required.
- All new staff, volunteers and governors will receive Safeguarding induction to ensure understanding of the safeguarding policy.
- The CP policy and Code of Conduct will be provided to all staff –including temporary staff and volunteers, on induction.

#### **6. Safer working practice**

- At Woodborough CE Primary School we believe that safer working practices are extremely important and must be adhered to, so as to protect the child and the employee/volunteer/governor.
- Safe working practice ensures that pupils are safe and that all staff, volunteers and governors:
  - Are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions
  - Work in an open and transparent way
  - Work with other colleagues where possible in situations open to question
  - Discuss and/or take advice from school management over any incident which may give rise to concern
  - Record any incident of decisions made
  - Apply the same professional standards regardless of gender, race, disability or sexuality
  - Be aware of confidentiality policy
  - Are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.
- All staff and volunteers must adhere to Woodborough CE Primary School's e-safety policy
- It is expected that staff and volunteers will make themselves familiar with *WSCB Social Networking policy, 2015. (A master copy is available in the staffroom).*

#### **7. Staff behaviour**

Please refer to Woodborough CE Primary School's 'Code of Conduct for Staff and Volunteers'.

## **8. Managing allegations against staff and volunteers**

**The Allegation Management WSCB flowchart has been included in Appendix 2.**

Any report of concern about the behaviour of a member of staff or volunteer, or allegation of abuse against a member of staff must immediately be reported to the Mrs Sarah Brewis – Headteacher, who will refer to the appropriate designated officer(s) from the local authority:

**Wiltshire Designated Officer: 01225 718079 or 01225 713945**

Any concern or allegation against Mrs Sarah Brewis – Headteacher will be reported to Mrs Sally Gilbey - the Chair of Governors without informing the Headteacher.

Any allegation of abuse will be dealt with in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

In some circumstances the member of staff will, without prejudice, be asked to take a period of paid leave pending the results of the investigation.

Woodborough CE Primary School will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

Malicious allegations against staff will be investigated and dealt with by the Headteacher and, if appropriate, a committee of governors.

### **If you have concerns about a colleague**

If staff members have concerns about another staff member or volunteer then this should be referred to the Headteacher.

Where there are concerns about the Headteacher this should be referred to the Chair of Governors.

Staff who are concerned about the conduct of a colleague may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of a child is paramount. The school's whistle blowing code enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

*Please refer to Woodborough CE Primary School's Whistleblowing Policy*

## **9. What constitutes child abuse and neglect?**

All adults who work or volunteer with children should be able to identify concerns about child abuse. The four types of abuse, described in *Keeping Children Safe in Education 2016* are:

**Physical abuse**

**Emotional abuse**

**Sexual abuse**

**Neglect**

**Specific safeguarding issues:** Woodborough CE Primary School recognises other safeguarding issues:

Child Sexual Exploitation, Female Genital Mutilation, bullying (including cyber-bullying), domestic violence, drugs, fabricated or induced illnesses, faith abuse, forced marriage, gangs and youth violence, gender-based violence/violence against women and girls, mental health, radicalisation, sexting, teenage relationship abuse, trafficking.

The school will endeavour to identify and act upon any forms of abuse according to our procedures.

**For more information, including definitions, indicators and other safeguarding issues, please refer to Appendix 3.**

## **10. Early Help**

The *Revised Multi-Agency Thresholds for Safeguarding Children (December 2014)* document aims to inform schools and other agencies about the suitable action to take when a child has been identified as making inadequate progress or having an unmet need. At Woodborough CE Primary School, whenever possible, we will ensure that early intervention is actioned via a referral to Early Help as soon as the criteria are met, to prevent situations escalating into larger problems. The document can be found on the Wiltshire Safeguarding Children Board (WSCB) website.

### **Early Help Single Point of Entry: 01225 718230**

The school will consider the following:

- Undertake an assessment of the need for early help
- Provide early help services e.g. school nurse, pastoral support, PSA, SENCO
- Refer to appropriate services e.g. CAMHS etc.

## **11. Responding to disclosures: guidance for staff**

If a child wishes to confide in you the following guidelines should be adhered to:

- **Create a safe environment**
  - Take the child to a private and safe place if possible
  - Stay calm
  - Reassure the child and stress that he/she is not to blame
  - Tell the child that you know how difficult it must have been to confide in you
  - Listen to the child and tell them that you believe them and are taking what is being said seriously
  - Tell the child what you are going to do next after the disclosure
- **Be honest**
  - Do not make promises that you cannot keep
  - Explain that you are likely to have to tell other people in order to stop what is happening
- **Record on the appropriate form exactly what the child has said to you as soon as possible and include the following into the form:**
  - Child's name, address, date of birth
  - Date and time of any incident
  - What the child said and what you said
  - Your observations e.g. child's behaviour and emotional state

**The Child Welfare and Child Protection Concern Sheet is included in Appendix 4a. An overview sheet is also available for quick reference, refer to Appendix 4b for further details.**

- **Be clear about what the child says and what you say**
  - Do not interview the child and keep questions to a minimum.
  - Encourage the child to use his/her own words and do not try to lead them into giving particular answers

- **Maintain confidentiality**
  - Only tell those people that it is necessary to inform
- **Do not take sole responsibility**
  - Immediately consult your Designated Safeguarding Lead so that any appropriate action can be taken to protect the pupil if necessary
  - The Designated Safeguarding Lead will consider the information and decide on the next steps.
- **After disclosure**
  - Offer support with ELSA until it is deemed suitable to return the child back to class.

## **12. Reporting concerns**

**The 'What to do' WSCB flowchart has been included in Appendix 5.**

Where any adult in the school has concerns about a child they should discuss these in the first instance with the Designated Safeguarding Lead, or in their absence, the deputy. In exceptional circumstances, staff members can speak directly to Children's Social Care.

### **Children's Social Care referrals:**

Multi-Agency Safeguarding Hub (MASH): **0300 456 0108**  
Out of hours: **0300 456 0100**

If you believe the child is at immediate risk of significant harm or injury, then you must call the police on **999**.

### **Sharing Concerns with Parents**

At Woodborough CE Primary School we recognise the need to share information to best meet the needs of the child concerned in accordance with published advice '*Information Sharing – Advice for practitioners providing safeguarding services to children, young people, parents and carers 2015*'.

This will include:

- Working together in partnership
- Retaining confidentiality
- Recording our decision to share, or not to share, information
- Sharing concerns with parents unless to do so would place the pupil at an increased risk of significant harm
- Availability of policies on our website
- Availability of information
- Access to pastoral and early help services
- Support for victims of domestic abuse

There is a commitment to work in partnership with parents or carers and in most situations it may be appropriate to discuss initial concerns with them.

However, there will be some circumstances where the Designated Safeguarding Lead will not seek consent from the individual or their family, or inform them that the information will be shared. For example, if doing so would:

- place a child at increased risk of significant harm;
- place an adult at increased risk of serious harm;
- prejudice the prevention, detection or prosecution of a serious crime;
- lead to unjustified delay in making enquiries about allegations of significant harm to a child, or serious harm to an adult.

In some circumstances, the Designated Safeguarding Lead will seek advice from Children's Social Care by ringing the MASH to obtain advice about the recommended course of action.

The school shares a purpose with parents to educate, keep children safe from harm and have their welfare promoted.

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information until we have permission or it is necessary to do so to protect a child.

Woodborough CE Primary School will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm.

We encourage parents to disclose any concerns they may have with Woodborough CE Primary School. We make parents aware of our Child Protection Policy and parents are aware that these are on the school website.

### **Recording concerns**

When a child discloses abuse to an adult in the school, that person is responsible for making a written record of the disclosure as soon as possible after reporting it urgently to the Designated Safeguarding Lead, or their deputy and then making a written record of the disclosure as soon as possible afterwards.

Discussions should be recorded on the school child welfare and CP record form (see Template in Appendix 4), with details of the concern and any agreed action that is to be taken. The records must be signed and dated.

### **Record keeping of child protection concerns**

The school will:

- Keep clear written records of all child welfare and child protection concerns using the standard recording form, with a body map where injuries need to be noted (see Template in Appendix 4a), including actions taken and outcomes as appropriate.
- Ensure all child welfare and child protection records are kept securely, and in a locked location. The record must be signed and dated and kept securely in a file under the child name, away from the other records (medical forms, academic records etc.) The Designated Safeguarding Lead is responsible for ensuring that concerns and discussions are written up properly and acted on appropriately.

Ensure that all child protection records relating to a child who moves to another school or college are passed on to the new school securely, promptly and separate from the main pupil file, with a copy being kept in this school. Confirmation of receipt should be obtained. Child welfare records below the child protection threshold but with continuing relevance to the child's wellbeing should also be transferred with parental consent.

### **Information sharing –internal process**

Information concerning students at risk of harm will be shared with all members of staff on a "need to know" basis. The Designated Safeguarding Lead will make a judgement in each individual case about who needs and has a right to access particular information.

### **13. Monitoring of children subjected to a CP Plan**

Pupils who are the subject of a Child Protection Conference will have either an agreed multi-disciplinary action plan or child protection plan. The Designated Safeguarding Lead will attend planning meetings and core group specified in the plan and contribute to assessments and plans.

The school recognises that pupils who are the subjects of abuse or who live in situations of domestic violence may exhibit distressed or challenging behaviour and may not be reaching their full academic potential. The school will ensure that appropriate support mechanisms are in place in school.

#### **14. Children with Special Educational Needs or Disabilities**

Governors recognise that for a variety of reasons, children with additional needs face an increased risk of abuse and neglect; therefore adults are expected to take extra care to interpret correctly apparent signs of abuse or neglect. Indications of abuse will be reported as for other pupils.

Governors will provide a school environment in which pupils with special educational needs or disabilities feel confident and able to discuss their concerns. Whenever possible, pupils will be given the chance to express themselves to a member of staff with appropriate communication skills. The Designated Safeguarding Lead will work with the Special Educational Needs Co-ordinator to identify pupils with particular communication needs.

Wiltshire Council provides targeted support services for children and young people with Special Educational Needs and/or a Disability who need additional support with:

- Communication
- Learning and processing information
- Experiencing the world around them, including sensory difficulties
- Physical or medical conditions that affect their life and learning
- Coping with social and emotional challenges

**The SEND service can be contacted on 01225 757 985.**

#### **15. Follow-up support of vulnerable children**

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

- Pastoral support
- The content of the curriculum
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred
- Liaison with other agencies supporting the pupil such as Children's Social Care, Child and Adolescent Mental Health Service, education welfare service and educational psychology service, and where appropriate initiate and/or contribute to a CAF and Team Around the Child (TAC) meetings.

**In order to create a culture of safety in the school, Woodborough CE Primary School will ensure that safeguarding is a standing item on all meetings agendas.**

#### **16. Allegations of abuse made against other children**

At Woodborough CE Primary School we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation.

If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed, and will decide on the appropriate action(s) the school will follow.

A record will be made in line with the section 12 of this policy.

### **17. Welcoming other professionals**

Visitors with a professional role, such as the school nurse, social worker, educational psychologist or members of the Police will have had the appropriate vetting checks undertaken by their own organisation. Any professionals visiting the school should provide evidence of their professional role and employment details (an identity badge for example). If felt necessary, the school will contact the relevant organisation to verify the individual's identity.

Professionals will complete signing in/out forms and wear a school I.D. badge if required to do so.

### **18. Off-site visits**

Appropriate risk assessments must be in place prior to any off-site visit taking place.

Any overnight visit will explicitly set out sleeping arrangements; the role and responsibility of each adult, whether employed or volunteers; on/off duty arrangements; clear expectations about boundaries and interactions with children/young people; and expectations around smoking/drinking by adults.

Safeguarding concerns or allegations will be responded to following the WSCB procedures (as above). The member of staff in charge of the visit will report any safeguarding concerns to the Designated Safeguarding Lead and Headteacher, who will pass to Social Care if appropriate. In emergency the staff member in charge will contact the police and/or social care.

### **19. Exchange visits**

As a school we will satisfy ourselves that parents/carers who will act as host families for pupils are suitable to host pupils and are aware who in the school they should raise any concerns with. Any adult over 18 in a host family will be subject to DBS checks as per KCSIE guidance.

Schools should work with partner schools abroad to ensure that similar assurances are undertaken prior to a visit. (KCSIE para 6, Annex C).

### **20. Photography and images**

To protect children we will:

- Seek parental consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- Only use school equipment
- Only take photos and videos of children to celebrate achievement
- Not mention individual names if the child/children can be identified in photographs
- Ensure that children are appropriately dressed
- Encourage children to tell us if they are worried about any photographs that are taken of them.

Any photographs taken by parents and carers at a school event are for their own personal use and must not be shared on social media. Permission has not been granted for these images to be shared in a public forum.

## **21. Missing children**

A child going missing is a potential indicator of abuse and neglect. After reasonable attempts have been made to contact the family, we will follow the WSCB procedure and refer to the MASH team.

If a looked after child or a child subjected to a CP plan goes missing, we will refer them to the MASH team within 48 hours.

## **22. Children missing from education**

'Children missing from education' procedures will be followed where a child or young person has 10 days or more continuous absence from school without an explanation and/or has left school suddenly and the destination is unknown and/or has not taken up an allocated school place as expected. Any such concern will be reported to the Local Authority through the Education Welfare Service.

The school will also refer to the MASH any child being withdrawn from school with the intent to be electively home educated where there are safeguarding concerns.

## **Policy review**

The Governing Body will undertake an annual review of the school's Child Protection Policy and procedures and remedy any deficiencies and weakness found without delay.

Date of policy last review: November 2015

Date of next review: September 2016

## **APPENDIX 1: The role of the Nominated Governor**

Ensure safeguarding is always a priority by:

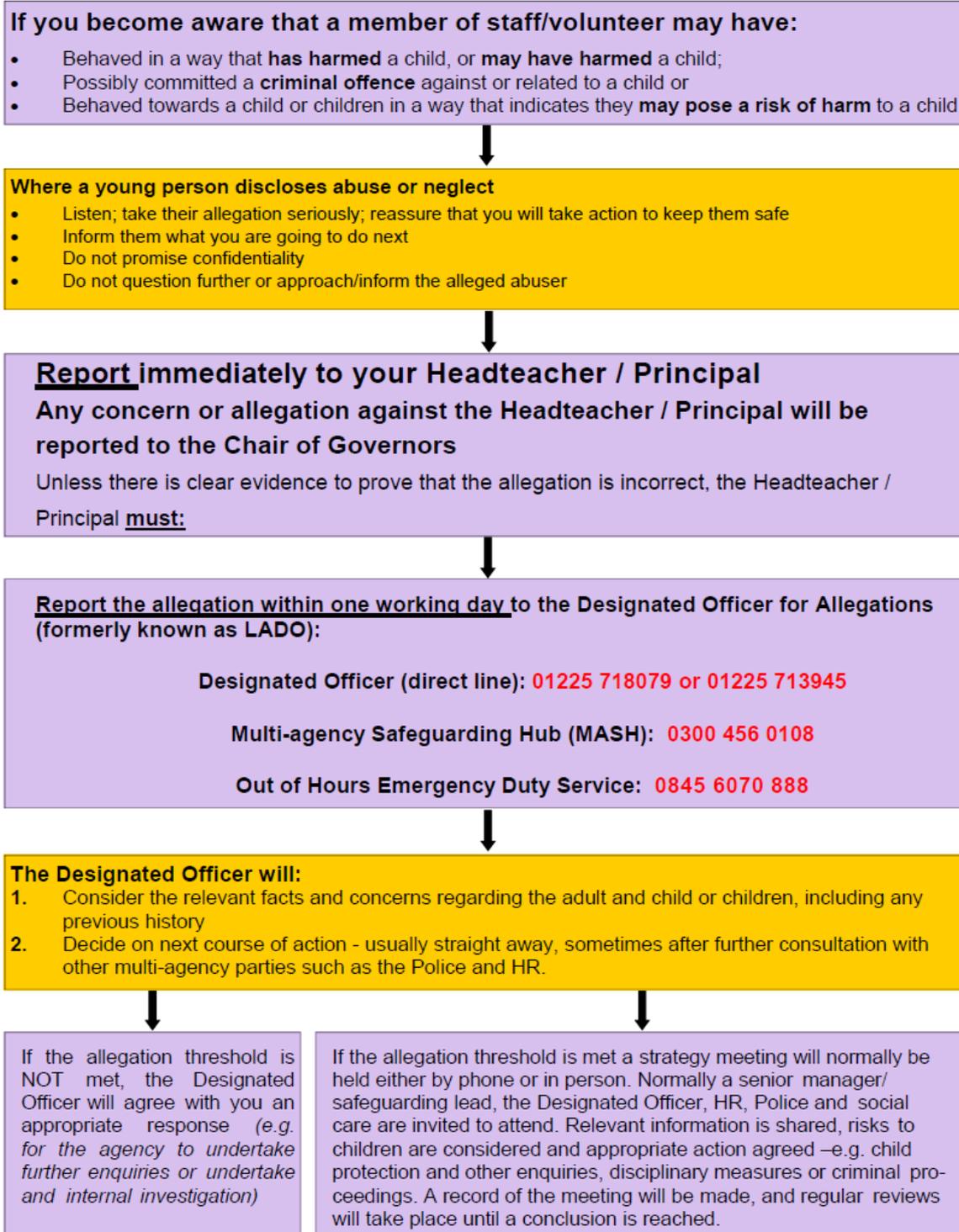
- Championing child protection issues within the school and liaising with the Designated Safeguarding Lead and the Headteacher and offering challenge if necessary
- Ensuring the Child Protection policy is checked for impact and reviewed yearly accordingly
- Auditing safeguarding measures annually alongside the Designated Safeguarding Lead and the Headteacher using the Wiltshire Council annual School Safeguarding Audit return and reporting back to Full Governing Body
- Ensuring that all governors understand and comply with their statutory duty to provide the services of the school in a way that safeguards and promotes the welfare of pupils

## APPENDIX 2: 'Allegations against adults' flowchart



### ALLEGATIONS AGAINST ADULTS - Risk of harm to children

#### GUIDANCE FLOWCHART



**NB: This document is intended for use as a brief guide only. For more detailed guidance refer to The WSCB Allegations Management Policy at [www.wiltshirelscb.org](http://www.wiltshirelscb.org)**

A113/15 Allegations against staff and volunteers flowchart Revision September 2015 Review Date: May 2016

### APPENDIX 3: Definitions and indicators of abuse and neglect

*What to do if you are worried a child is being abused 2015* describes some of the signs that might be indicators of abuse or neglect.

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

Physical abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health or if they live in a home where domestic abuse happens. Babies and disabled children also have a higher risk of suffering physical abuse.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Physical abuse can also occur outside of the family environment.

#### **Some of the following signs may be indicators of physical abuse:**

- Children with frequent injuries;
- Children with unexplained or unusual fractures or broken bones; and
- Children with unexplained:
  - bruises or cuts;
  - burns or scalds; or
  - bite marks.

**Emotional abuse:** *the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.*

Although the effects of emotional abuse might take a long time to be recognisable, practitioners will be in a position to observe it, for example, in the way that a parent interacts with their child. Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate. It may include not giving a child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

Emotional abuse may involve serious bullying – including online bullying through social networks, online games or mobile phones – by a child's peers.

**Some of the following signs may be indicators of emotional abuse:**

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong;
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder';
- Parents or carers blaming their problems on their child; and
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

**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.*

You should be aware that many children and young people who are victims of sexual abuse do not recognise themselves as such. A child may not understand what is happening and may not even understand that it is wrong. Sexual abuse can have a long-term impact on mental health.

**Some of the following signs may be indicators of sexual abuse:**

- Children who display knowledge or interest in sexual acts inappropriate to their age;
- Children who use sexual language or have sexual knowledge that you wouldn't expect them to have;
- Children who ask others to behave sexually or play sexual games; and
- Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy.

**Child sexual exploitation** *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 doesn't 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; and
- Children who regularly miss school or education or don't take part in education.

**Neglect:** *the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.*

Children who are neglected often also suffer from other types of abuse. It is important that practitioners remain alert and do not miss opportunities to take timely action. However, while you may be concerned about a child, neglect is not always straightforward to identify.

Neglect may occur if a parent becomes physically or mentally unable to care for a child. A parent may also have an addiction to alcohol or drugs, which could impair their ability to keep a child safe or result in them prioritising buying drugs, or alcohol, over food, clothing or warmth for the child. Neglect may occur during pregnancy as a result of maternal drug or alcohol abuse.

**Some of the following signs may be indicators of neglect:**

- Children who are living in a home that is indisputably dirty or unsafe;
- Children who are left hungry or dirty;
- Children who are left without adequate clothing, e.g. not having a winter coat;
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence;
- Children who are often angry, aggressive or self-harm;
- Children who fail to receive basic health care; and
- Parents who fail to seek medical treatment when their children are ill or are injured.

## **Female genital mutilation (FGM) and Forced Marriage**

There are many different types of abuse but there are some that staff may be initially less aware of. Female Genital Mutilation (FGM) and Forced Marriage fall into this category.

Professionals 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:

- Knowing that the family belongs to a community in which FGM is practised and is making preparations for the child to take a holiday, arranging vaccinations or planning absence from school;
- The child may also talk about a special procedure/ceremony that is going to take place or a special occasion to 'become a woman'.

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.

Indicators that FGM may already have occurred:

- Prolonged absence from school or other activities with noticeable behaviour change on return, possibly with bladder or menstrual problems;
- Difficulty walking, sitting or standing, and look uncomfortable;
- Spend longer than normal in the bathroom or toilet
- May complain about pain between their legs, or talk of something somebody did to them that they are not allowed to talk about.

## **Preventing radicalisation**

*Keeping Children Safe in Education 2015* places a duty on schools to prevent students from being drawn into terrorism according to the Counter-Terrorism and Security Act; and for schools to cooperate with local Channel panels and the police as appropriate.

Exposure of children to extremist ideology can hinder their social development and educational attainment alongside posing a very real risk that they could support or partake in an act of violence. Radicalisation of young people can be compared to grooming for sexual exploitation. Extremism can take several forms, including Islamist extremism and far-right extremism.

It appears a decision by a young person to become involved in violent extremism:

- may begin with a search for answers to questions about identity, faith and belonging
- may be driven by the desire for 'adventure' and excitement
- may be driven by a desire to enhance the self-esteem of the individual
- is likely to involve identification with a charismatic individual and attraction to a group which can offer identity, social network and support
- is likely to be fuelled by a sense of grievance that can be triggered by personal experiences of racism or discrimination

Recognising Extremism - early indicators may include:

- Showing sympathy for extremist causes
- Glorifying violence
- Evidence of possessing illegal or extremist literature

- Advocating messages similar to illegal organisations
- Out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)

### **Protecting children from radicalisation**

Woodborough School works in accordance with the guidance 'Keeping Children Safe in Education' 2015 and works to protect children from the risk of radicalisation by being alert to behaviour which could indicate they may be in need of help or protection.

<https://www.uk/government/keeping-children-safe-in-education--2>

Woodborough School policy is to endorse the DfE Guidance on Prevent and it addresses the four themes of: risk assessment; working in partnership; staff training and IT policies.

<https://www.gov.uk/protecting-children-from-radicalisation>

Woodborough School endorses the Channel training programme available at

[course.ncalt.com/Channel-General-Awareness/](https://course.ncalt.com/Channel-General-Awareness/)

### **Key Message**

1. The Department of Education's Non Statutory Advice for schools and early years settings to have due regard to the need to prevent people from being drawn into terrorism<sup>1</sup>. This requires implementation across Schools and Childcare settings.
2. Ofsted September 2015 Common Inspection Framework makes reference to the need for schools to have safeguarding arrangements to promote pupils' welfare and prevent radicalisation and extremism.
3. Extremism is defined as "vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs...including calls for the death of members of our armed forces, whether in this country or overseas."
4. Prevent duty is entirely consistent with Schools and childcare providers existing responsibilities and should not be burdensome; it should be seen as part of the providers' wider safeguarding duties.
5. Schools and childcare providers should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set

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<sup>1</sup> Section 26 Counter-Terrorism and Security Act 2015, all schools, registered early years childcare providers and later years childcare providers, in the exercise of their functions to have due regards to the need to prevent people from being drawn into terrorism.

6. out in existing safeguarding policies. It is not necessary for schools and childcare settings to have distinct policies on implementing the prevent duty.

7. It is essential that staff;

- can identify children who may be vulnerable to radicalism and know what to do when they are identified.
- build pupils resilience to radicalisation without stopping them from debating controversial issues.

#### **Four Themes of Prevent Duty**

**a. Risk Assessment.** Identify risks within a local context, being aware of the increased risk of online radicalism. Staff should be alert to changes in behaviour. If identified refer to the Channel Programme. An Online general awareness training module is available on Channel.

**b. Working in Partnership.** School will working with the Local Safeguarding Children Boards. Engagement with parents and family is key and pointing them to the right support mechanism if concerns are raised.

**c. Staff Training.** As a minimum Schools should ensure that the designated Safeguarding Lead undertakes Prevent awareness training. You can access it through links in the DfE Prevent duty guidance or <http://course.ncaalt.com/ChannelGeneralAwareness/01/index.html>

**d. IT Policies.** Schools must ensure suitable filtering on School IT systems in place. More generally Internet safety should usually be integral to a school ICT curriculum and embedded in PSHE and SRE.

#### **Further information.**

5. Department of Education has a dedicated telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism.

#### **Private fostering**

Under certain conditions, a child might be cared for, as part of a private arrangement, by someone who is not their parent or a 'close relative'. This constitutes private fostering when the following conditions are met:

- a child is under 16 years of age – 18 if they have a disability
- the arrangement is for 28 days or longer
- the child's new carer does not have parental responsibility for the child and is not a close relative.

Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity).

By law parents and carers must notify the local authority of private fostering arrangements to safeguard and protect the child's welfare as well as ensuring the child, carer and parent are receiving appropriate support and help.

As a school, if we do become aware that a child or young person is being privately fostered, we will inform the carer/parent of their legal duty to notify Wiltshire Children's Social Care; we will follow this up by contacting Children's Social Care directly.

**APPENDIX 4a**

**Child Welfare and Child Protection  
Concern Sheet**

*For completion by staff or volunteers when they become aware of child welfare concerns, in accordance with government guidance and the school's child protection policy. The Designated Safeguarding Lead will monitor concerns and report where appropriate to Children's Social Care if a child is deemed at risk of significant harm. This information will be disclosed only to those staff who need to know for the purposes of child protection. Concerns should usually be shared with parent/child, unless to do so may place a child/ren at increased risk of harm (if in doubt about this, consult with social care). Please write legibly and do not use acronyms. Exact words must be used even if they may offend.*

<b>Date of alleged incident</b>		<b>Date/time of disclosure</b>	
<b>Name of child/ren</b>		<b>Class</b>	
<b>Name of person making this record</b>		<b>Role in school</b>	
<b>Signed as a true record</b>		<b>Date DD/MM/YY</b>	

<b>Nature of concern</b>  <b>Attach additional sheet(s) if necessary</b>  (include observations as well as professional opinions)				
	<b>Body map used</b>		<b>Yes</b>	<b>No</b>

<b>Any other relevant information (previous concern, other professionals involved/SEN details etc.)</b>							
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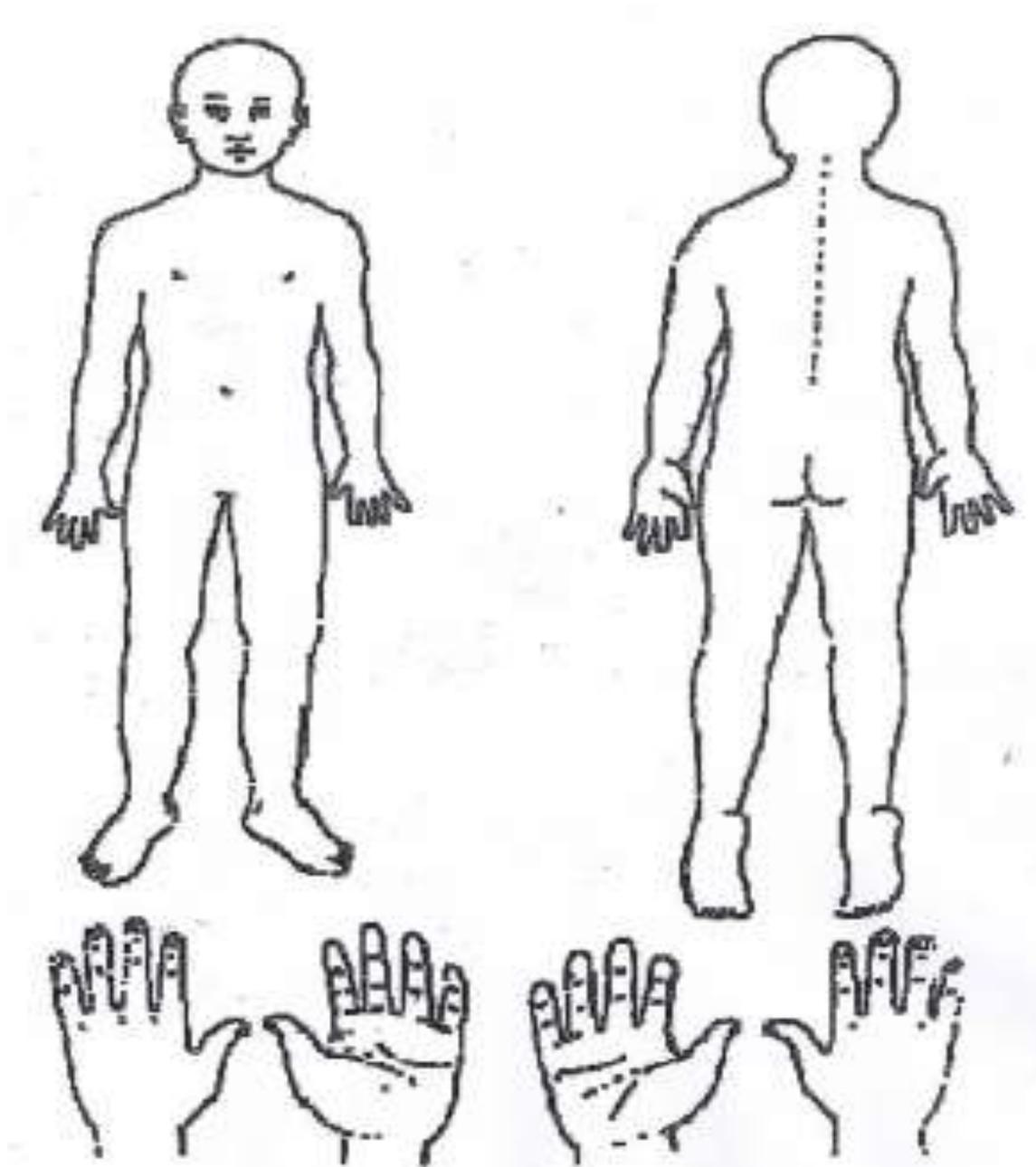
<b>Current status with social care (please tick &amp; add name where known)</b>	<b>None</b>		<b>Known to social care</b>		<b>Allocated social worker</b>		<b>Child protection plan</b>	
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<b>Name of Designated Safeguarding Lead reviewing the concern</b>		<b>Initial Action taken</b>		<b>Date</b>	
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<b>Further action taken</b> Please also record whether concerns were shared with:		<b>Date</b>	
<ul style="list-style-type: none"> <li>• parents/carers</li> <li>• MASH</li> </ul> and reason(s) why:			

<b>Final outcome</b>		<b>Date</b>	
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Body Map			
Date concern noted		Date/time of report	
Name of child/ren		Class	
Name of person making this record (please print)		Role in school	
Signed as a true record		Date DD/MM/YY	



**APPENDIX 4b**

**SAFEGUARDING OVERVIEW SHEET**

**(To be included in the child's CP file when concerns are logged for the first time)**

Name of child \_\_\_\_\_ DOB: \_\_\_\_\_

Date file created \_\_\_\_\_

Nature of concern:

Other known names \_\_\_\_\_

Address \_\_\_\_\_

Other family members:  
(include full name, relationship e.g. mother, stepfather etc. For U18s, include age, if known)

Are any other child protection files held in school relating to this child or another child closely connected to him/her? YES/NO

If yes, which files are relevant?

Name and contact number of Social Worker (Children's Social Care) or CAF details:

Name and contact number of any other agency workers involved:

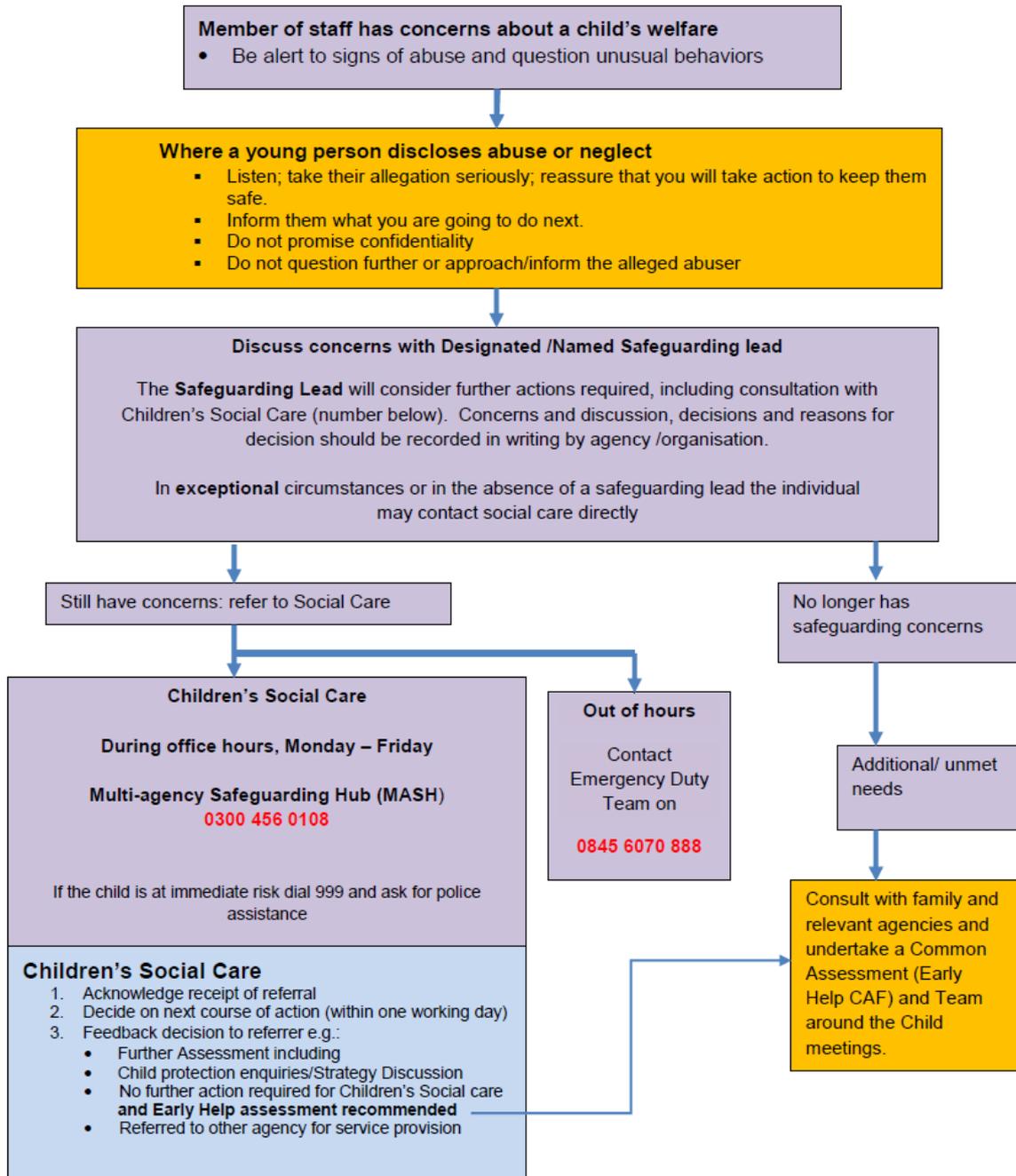
Name of lead person responsible for reviewing this record:

## APPENDIX 5: 'What to do if you are worried a child is being abused or neglected' flowchart



### WILTSHIRE SAFEGUARDING CHILDREN BOARD

#### What to do if you are worried a child is being abused or neglected



This flowchart is intended for use as a brief guide. Please refer to the DfE Guidance 'What to do if you're worried a child is being abused' guidance, which includes definitions and possible indicators of abuse (including child sexual exploitation) at: [www.wiltshirescb.org](http://www.wiltshirescb.org)