Rathfern Primary School
Safeguarding Children
(Child Protection) Policy

Agreed by the Governing Body on: June 2015
Signed (Chair):
Scheduled Review Date: June 2016
Safeguarding Children
(Child Protection) Policy

Every Child has the right to stay safe

• Safe from maltreatment, neglect, violence and sexual exploitation
• Safe from accidental injury and death
• Safe from bullying and discrimination
• Safe from crime and anti-social behaviour in and out of school
• Have security, stability and are cared for

Every Child Matters: Changes for Children HMSO 2004

NAMED PERSONS: Naheeda Maharasingam (Head Teacher)
Daniel Alamir (Inclusion Lead)

NAMED GOVERNOR: Rhian Douglas

Safeguarding (Child Protection) Policy

Introduction:

The governors and staff of Rathfern Primary School fully recognise their responsibilities for safeguarding and promoting the welfare of children and this includes the protection of children from abuse or neglect. We recognise that everyone working with the school has a full and active part to play in protecting our pupils from harm. Our policy applies to all staff, governors, volunteers, and other agencies (such as commissioned services or extended school services), who provide services or activities within or for the school.

Safeguarding and promoting the welfare of children is defined in “Safeguarding Children and Safer Recruitment in Education” (DfES Publications 2006) as:

• Protecting children from maltreatment
• Preventing impairment of children’s health or development;
• Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
• Undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

Child protection is defined in “Working Together to Safeguard Children” DCSF March 2010 as “…activity that is undertaken to protect specific children who are suffering, or likely to suffer, significant harm.”

All staff and governors are committed to the school providing a caring, positive, safe and stimulating environment which promotes the social, physical, emotional and moral development of the individual child.
This policy should be read in conjunction with other school policies relating to the safeguarding of children, as follows:

- Anti-Bullying Policy
- Attendance Policy
- Exclusions Policy
- First Aid and Accident Policy
- Health and Safety Policy
- Intimate Care Policy
- Physical Intervention Policy
- Data Protection Policy
- Allegations against staff
- Medication Policy
- Lunchtime Policy
- Playground Policy

The aims of this policy are:

- To establish a safe environment which supports the child’s development in ways that will foster security, confidence and independence, where children are encouraged to talk and are listened to;
- To ensure that the children are equipped with the skills needed to help keep themselves safe and to feel confident and know how to approach an adult to talk to if they are worried;
- To ensure that everyone working with the school is aware of the need to safeguard children and of their responsibilities in identifying and reporting cases of suspected abuse or neglect;
- To ensure the school practises safe recruitment in accordance with the recruitment and selection policy and that all adults within our school who have access to children have been checked as to their suitability;
- To develop and implement a structured process, which will be followed by all members of the school community, for identifying and reporting cases of suspected abuse or neglect;
- To ensure that staff are provided with appropriate training in child protection and temporary staff, volunteers and appropriate others working with the school are familiar with the child protection policy and procedures (or where services are provided by a body not under the direct supervision/management of school staff that they have appropriate child protection policy and procedures in place);
- To provide a systematic means of monitoring and supporting children known or thought to be at risk of harm, including contributing to and following any agreed multi-agency “child in need plan” or “child protection plan”;
- To develop and promote effective working relationships both within the school community and with other agencies, especially the Police and Children’s Specialist Services;
- To work in partnership with parents/carers;

Childcare (Disqualification) Regulations 2009 – Update

In October 2014, the government issued supplementary guidance to ‘Keeping Children Safe in Education (2014)’. The guidance said that school staff are disqualified from working in a school, when they ‘live or work in the same household’ as someone who is barred from working with children or young people, even if they would not otherwise be disqualified themselves.

The guidance caused much consternation in schools and following questions raised by schools and local authorities regarding how the guidance should be implemented the DfE agreed that the document needed
further refinement. On 26th February 2015, the government issued new guidance which replaces the October 2014 document and clarifies the position with regard to schools:

**Who is covered by ‘Disqualification under the Childcare Act 2006’?**

Staff are covered by the Act if they are employed and/or provide childcare in either the early years or later years.

- Early Years means from birth until 1st September following a child’s fifth birthday, that is, up to and including reception age

- Later Years means children under the age of 8.

Staff who are directly concerned in the management of early or later years provisions are covered by the legislation. This will include the Headteacher but may also include other members of the school’s leadership team and any manager, supervisor or volunteer with responsibility for the day to day management of the provision.

The table set out below may be of help to identify who are covered: -

<table>
<thead>
<tr>
<th>Age Group</th>
<th>In School Hours</th>
<th>Outside School Hours</th>
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<tbody>
<tr>
<td>Reception age or younger</td>
<td>Covered</td>
<td>Covered</td>
</tr>
<tr>
<td>Older than Reception age</td>
<td>Not Covered</td>
<td>Covered</td>
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<tr>
<td>until age 8</td>
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<td></td>
</tr>
<tr>
<td>8 years or older</td>
<td>Not Covered</td>
<td>Not Covered</td>
</tr>
</tbody>
</table>

*Outside school hours does not include school clubs such as sports or chess club but does include breakfast club and after–school provision.

The legislation is not limited only to where instances of ‘by association’ exist and staff who have committed relevant offences are obliged to declare them. These issues will normally be picked up at the recruitment stage on the ‘Safer Recruitment Declaration Form’ or on the DBS disclosure itself.

Letters have been sent to relevant staff explaining their obligations under the Act and what to do if they feel that they may be disqualified under the legislation and what to do if their circumstances change. Staff have been asked to sign the letter to confirm they have read and understood the letter and obligations under the ‘Disqualification under the Childcare Act 2006’ statutory guidance.

**Procedures:**

Our child protection procedures will be in line with those set out by the Lewisham Safeguarding Children Board and Local Authority guidelines and will take account of the guidance issued by the Department for Education. They will be reviewed annually and updated as necessary. All new members of staff, (including temporary and supply staff) will be given a copy of the procedures as part of their
induction. Volunteers and supply teachers are provided with a briefing sheet which includes safeguarding procedures.

In relation to the child protection procedures we will:

- Ensure we have a designated senior member of staff for child protection who undertakes regular training for this role. This person is currently Naheeda Maharasingam the Head teacher.
- Ensure we have a member of staff who will act in this role in the designated member of staff’s absence. This will be the SENCO or in his/her absence the Deputy Head.
- Ensure we have a nominated governor responsible for child protection. This person is currently Rhian Douglas.
- Ensure that every member of staff (including temporary and supply staff and volunteers) and of the governing body knows who the designated senior person responsible for child protection and the members of staff acting in that role in her absence, and their roles and responsibilities.
- Ensure that all staff, volunteers, governors and other agencies working with the school have the knowledge to recognise the signs of abuse and neglect and understand their responsibilities in both being alert to these signs and referring any concerns to the designated senior member of staff responsible for child protection. (Appendix 3)
- Ensure that all staff, volunteers, governors and other agencies working with the school know how best to respond to a pupil who discloses or indicates abuse or neglect.
- Ensure that parents/carers have an understanding of the responsibility placed on the school and staff for child protection, by setting out its obligations/publishing this policy on the school’s website and in written information supplied.

Responsibilities:

The designated senior member of staff for child protection, Naheeda Maharasingam, the Headteacher will:

- Adhere to the school and Lewisham Safeguarding Children Board’s child protection procedures and Local Authority guidelines.
- Ensure that all staff, volunteers and other agencies working with the school as appropriate are familiar with the child protection policy and procedures.
- Have up to date knowledge of the signs and symptoms of abuse and neglect, be trained in interagency procedures, and undertake refresher training at a minimum of two yearly intervals.
- Be available for discussion with school staff in relation to concerns about a child.
- When unsure about concerns about a child, including whether or not to refer, to seek advice from Lewisham Children’s Specialist Services.
- Refer in a timely manner concerns about child abuse or neglect to Children’s Specialist Services and provide relevant information about any child and their family where other relevant agencies are making enquiries regarding child protection matters. When referring suspected or alleged abuse, the Headteacher will ask to be informed of the timing of the strategy discussion between the statutory agencies which will decide whether and how to investigate. If they have not already been informed she will clarify with the investigating agencies when, how and by whom the parents and the child will be told that a referral has been made.
- Ensure that immediate telephone referrals are followed up with a written referral in accordance with the child protection procedures.
- Keep written records of concerns about a child which may indicate a risk of harm, even where there is no need to make an immediate referral.
• Ensure all such records are kept confidentially and securely and are separate from the main pupil records, and that such information is shared only with those who need to know in order to protect or ensure the welfare of the child.
• Promote effective working relationships and liaise with other agencies that support pupils and their families, such as Children’s Specialist Services, the Police, Child and Adolescent Mental Health Services, Education Welfare, Educational Psychology, Baseline and Targeted Family Support.
• Prepare reports for and attend, or ensure appropriate staff attend, relevant multi-agency meetings within “child protection” or “child in need” processes, such as strategy meetings, Child Protection Case Conferences and Core Group Meetings, and Child in Need Reviews.
• Ensure that a CAF is completed for a child when there is an identified need to do so
• Arrange, and at times, chair Team Around a Child (TAC) meetings and where appropriate propose school act as lead professional
• Manage the school’s responsibilities in any Child Protection Plan or Child in Need Plan and ensure that when a child subject to a plan leaves their information is transferred to the new school immediately and their social worker is informed
• Provide support to staff who have become involved with a child who is or appears to be suffering harm, by offering opportunities to talk and making available other sources of support where appropriate
• Ensure safe recruitment practice in accordance with the recruitment and selection policy
• Ensure the well being of staff and protection of children by providing regular access to supervision

All members of staff will:

• Be familiar with and alert to the indicators of possible child abuse or neglect (See Appendix 3 for further guidance). All teachers will undertake refresher training at a minimum of three yearly intervals, and all other staff will receive training when first appointed and refresher training as required to keep their knowledge updated.
• Act quickly and always share concerns about a child. This may include concerns about indicators of possible abuse or neglect even where no direct allegations or disclosures have been made. Staff may understandably be concerned about the impact a potential child protection investigation might have on the child and their relationship with the child and the child’s parents. However, the lessons from Serious Case Reviews clearly indicate that good communication and the timely sharing of concerns about a child contributes to ensuring the child’s safety and that their needs are being met. Any decision to refer concerns to Children’s Specialist Services will be considered carefully by the Head teacher.
• If a child makes a disclosure in relation to abuse or neglect, listen to, reassure and support the child and endeavour to create an atmosphere where the child can talk freely. It is important to enable the child to say as much about the circumstances as possible, to reassure them they are not to blame, and at the same time not to: jump to conclusions, ask leading questions, or put words into the child’s mouth. It is equally important that no promises are made to the child that the matter will not be shared and to help them to understand with whom and how it will be shared.
• Discuss urgently with the Headteacher any disclosures of abuse or neglect, unexplained or concerning injuries to a child, or reports or allegations of abuse or neglect from third parties
• Record carefully and without delay the conversation with the child or person making the disclosure/allegation or the circumstances leading to the child protection concern, distinguishing clearly between fact, observation, allegation and opinion, and signing and dating the record.
• Staff have a responsibility to ensure that any information recorded of a safeguarding nature is handed on to a relevant member of staff before leaving the premises.
• Share relevant information with other agencies in order to safeguard children and as directed by the Headteacher, including where necessary completing an interagency referral form to be sent to Children’s Specialist Services.

Teachers will complete a transfer of information form sharing more minor concerns about class members (Appendix 1). All members of staff will complete a concerns form when more significant concerns arise and share it directly with the designated members of staff. (Appendix 2)

**Thresholds for Intervention:**

**Early Support: Common Assessment Framework - CAF**

Practitioners should complete a Common Assessment Framework (CAF) when:

- Age appropriate progress is not being made and the causes are unclear; or
- The support of more than one additional agency is needed to meet the child or young person’s needs.

All staff received CAF awareness training. Staff should discuss children who appear to have additional needs with the Child Protection Lead. The school will need to obtain parental/pupil consent for a CAF being completed. The School CAF co-ordinator may need to make a referral directly to other agencies, or request the support of Lewisham Health and Social Care (LST). School staff follow the guidance of the LSCB Threshold Document – accessing the right help at the right time (http://www.londoncp.co.uk/files/london_thresholds_guidance.pdf).

**Child in Need: S17 of the Children Act 1989**

A “Child in Need” referral should be considered where the needs of the child are unlikely to be met under a CAF, such as a child with complex disabilities, when a social work led assessment is required.

- Child(ren) are unlikely to achieve or maintain, or to have opportunity to achieve or maintain a reasonable standard of health or development, without the provision of services by a local authority.
- Their health or development is likely to be impaired, or further impaired without the provision of such services.
- They are disabled.

If the Designated Safeguarding Lead for Child Protection considers that the welfare concerns indicate that this is a ‘child in need’, he/she will speak with parents / young person and obtain their consent for referral to First Response (see below) to request an assessment.

Appropriate school staff should be invited to participate in Child in Need (CIN) meetings convened by children’s social care when children are deemed to require section 17 services.

Some children in “acute need” (see SSCB Threshold guidance) may require Child in Need section 17 support. This could include children who self-harm or disclose an intent to commit suicide (SSCB procedure 4U).
Child Protection:

S47 of the Children Act 1989 says the Local Authority has a statutory duty to investigate when there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm due to the actions or inactions of others. School staff do not investigate whether a child has been abused. This is the duty of Social Workers from the Safeguarding team and the police. Schools refer reasonable concerns which indicate that a child may be at risk of significant harm.

It is the ‘significant harm’ threshold that justifies statutory intervention into family life. A professional making a child protection referral under S.47 must therefore provide information which clearly outlines that a child is suffering or likely to suffer significant harm.

It is not possible to rely on one absolute criterion when judging what constitutes significant harm. Consideration of the severity of ill-treatment may include the extent of the harm suffered, the context within which it occurred and its duration. Significant harm may also arise from a combination of significant events which are both acute and long standing and which may impair the child’s physical, psychological and social development.

In order to both understand and establish significant harm, it is necessary to consider the family context, together with the child’s development within their wider social and cultural environment. It is also necessary to consider any special needs, e.g. medical condition, communication difficulties or disability that may affect the child’s development and care within the family. The nature of harm, in terms of ill-treatment or failure to provide adequate care also needs consideration alongside the impact on the child’s health and development and the adequacy of care provided.

The governors will:

- Nominate a governor for child protection
- Ensure that the child protection procedures are followed if the Chair of Governors receives an allegation or concern of a child protection nature in relation to the Headteacher. The Chair of Governors will consult in a timely manner with the Local Authority Designated Officer (LADO).
- Ensure that governors have sufficient training in child protection to have the knowledge and information needed to perform their functions and understand their responsibilities
- Ensure policy is reviewed annually
- Ensure related issues are discussed in confidential section of governors meetings
- Ensure that there is a governor who has undertaken training in relation to safe recruitment practice.

Wraparound Provision

Breakfast Club and After School Club
Our Breakfast Club and After School Club is led by Wendy Glenn (Senior Mealtime Supervisor and Wraparound Manager) and Maria Georgio (Wraparound Deputy Manager). All our staff are DBS checked and First aid trained. The Club leads monitors Breakfast Club and Wraparound provision ensuring that all children are safe and well they are first aid trained and would promptly refer any Safeguarding issues directly to the designated senior staff- Naheeda Maharasingam or Daniela Alamir. Staff are DBS checked and vetted during the recruitment process and receive an induction in the safeguarding policies and procedures as well as Safeguarding and First Aid Training.

After School Activities
We have a range of After School activities run by a range of tutors. All our tutors are DBS checked and have Holly Fennel as a point of contact if any issues should arise.
Our After School Club coordinator is Holly Fennel who monitors clubs from 3.15 to 4.45 pm. The Club coordinator monitors all after school provision ensuring that all children are safe and well. She is first aid trained and would promptly refer any Safeguarding issues directly to the designated senior staff- Naheeda Maharasingam or Daniela Alamir

Guidance for staff and volunteers

What is safeguarding children / child protection?
- Safeguarding children and child protection are the active prevention of child abuse by all those involved with children.

What is child abuse? (see appendix 3)
- Child abuse is significant, non-accidental, harm to children. It can be emotional, physical, sexual or through neglect.

Who are children abused by?
- Children have been abused by their own parents, step parents, other members of the family, friends of the family, other children, those in positions of responsibilities including teachers as well as by strangers. Children are unfortunately most likely to be abused by people they know and trust.

Who needs to know about safeguarding?
- Child protection is an issue for all members of staff. Support staff may often be chosen by children wishing to make a disclosure.

Who is the designated person?
- The designated person with responsibility for child protection at this school is the Headteacher Naheeda Maharasingam

Who should know?
- Staff should never give children an assurance that they will keep a secret as a disclosure of possible child abuse should be passed on to the nominated person. If abuse has taken place or if there has been agency involvement this information should be shared only on a need to know basis. This would normally include the nominated person, head teacher, SENCO, deputy, class teacher and teaching assistant working directly with the child.
- Details of particular children should not be discussed generally in the staff room or out of school.

What are the signs of child abuse?
- Abused children may have unaccountable or frequent injuries and may appear to be unusually aggressive, withdrawn or sexually precocious. If the abuse is neglect then they may appear unkempt, inappropriately dressed, dirty or poorly nourished.

What is a referral?
- When children’s services are informed that child abuse has taken place this is known as a referral. If the circumstances warrant then children’s services will make an investigation. This will involve talking to the parents and explaining what has been alleged and where and from whom the referral has come from.

What are the likely outcomes of a referral?
- If it is believed that abuse may have taken place then there will be case conference to decide how to help the child. Children’s Services will work with the family to improve the situation
for the child. Children are only very rarely taken into care.

**Who attends a case conference?**

- A case conference is usually attended by relevant professionals who have dealings with any of the children in the family. This may include social workers, police, educational welfare officers, school nurses, health visitors, head teachers or class teachers and doctors. The parents themselves may also attend.

**What does a case conference do?**

- The case conference shares each participant's concerns and perception of the child and decides whether or not the child should be on the *at risk register*.

**What is the *at risk register***?

- The *at risk register* is a list of children who are considered to be at risk from child abuse, usually in their own homes. All the agencies are required to work together and share information on children on the register. There will be regular case conferences and a nominated social worker.

**Where can I find more information?**

- The child protection files for individual children, including minutes of any case conferences, are kept securely in the Headteacher’s Office and not with the child's curriculum records.

**How do I react to a disclosure?**

- Be aware that any promise you give to "keep a secret" may need to be broken.
- Listen with an open mind and do not refute anything the child says.
- Be sympathetic but try not to show that you are shocked.
- Try not to ask questions, especially leading questions, as this could jeopardise further investigations.
- Tell the nominated person as soon as possible.
- Write down exactly what was said soon afterwards and date your notes.

**How do I respond to a non-accidental injury?**

- Routinely but informally ask children how they came to have cuts and bruises.
- If the explanation does not match the injury or you have other reason to believe this may be a non-accidental injury, report this to the nominated person as soon as possible.
- Draw a sketch of any marks and locate this on a simple body diagram (appendix 1). Write down the child’s explanation word for word.

**What will the nominated person do?**

- On receiving the report of possible abuse the nominated person will make a decision regarding what action is required. This may include:-
  - (a) Taking no further action.
  - (b) Talking to the child.
  - (c) Inviting the parents to school to discuss the issue.
  - (d) Referring directly to the Children’s Services for advice.

**How do I protect myself from allegations?**

- Professionals working with children can be victims of malicious allegations from children. To protect yourself from such allegations it is important to:
  - Avoid touching children in either a friendly or threatening manner.
• If children touch you tell them not to
• Try not to be alone with one child.
• There will be exceptions where young children or those with significant special needs need comforting or even intimate care because of continence problems and or when children need to be physically restrained for the safety and well being of others. There are separate guidelines on this which should be referred to.

Allegations against staff:

If an allegation is made against a member of staff, the member of staff receiving the allegation will immediately inform the Headteacher. The Headteacher will always discuss the allegation in a timely manner with the Local Authority Designated Officer (LADO).

If the allegation made to a member of staff concerns the Headteacher, the designated teacher will immediately inform the Chair of Governors, who will consult with the Local Authority Designated Officer.

We will develop a school ethos where pupils and staff can talk freely about concerns, in the belief that they will be listened to and appropriate action taken. In this context all staff will be aware of their duty to raise concerns, where they arise, in relation to their colleagues.

Supporting children:

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

The school community will therefore:

• Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
• Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
• Include in the curriculum opportunities for PSHE which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

We also recognise that a child who is abused or witnesses violence may find it difficult to develop and maintain a sense of self worth. We recognise that a child in these circumstances may feel helpless and humiliated. We recognise that a child may feel self blame.

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.

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 challenging and aggressive or withdrawn.
Our school will support all pupils by:

- Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying (behaviour policy, Anti-bullying and cultural diversity policy)
- ensuring we have training on physical intervention by staff which acknowledges that staff must only ever use physical intervention as a last resort, and that at all times must be the minimal force necessary to prevent injury to the child or another person. We understand that physical intervention of a nature which causes injury or undue distress to a child may be considered under child protection or disciplinary procedures.
- Promoting a caring, safe and positive environment within the school.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children
- Notifying Children’s Specialist Services as soon as there is a significant concern.
- Providing continuing support to a pupil about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the pupil’s new school, and other agencies as appropriate.

Monitoring

This policy will be reviewed annually.

Safeguarding is a standard item on the following agendas-

- Weekly meeting between senior meals supervisor and Assistant Headteacher
- Half termly Inclusion Team meetings
- Termly governor meetings under confidential items
- Autumn SAR meeting
Rathfern Primary School
Child Protection Procedures

Designated person  Naheeda Maharasingam (Headteacher)

Nominated deputies  Daniela Alamir (Inclusion Lead)  Sarah-Jane Pendleton (Deputy Head)

Link Governor  Rhian Douglas

If you have any concerns about a child please discuss this with the designated person as soon as possible.

You will be asked to complete a concern sheet and an account of what has been said/has happened (copies in staffroom and classrooms).

It is important not to ask children any leading questions.

Once a concern has been raised the designated person will decide what action to take.

All child protection notes are to be kept in a locked cabinet in the Headteacher’s office. All information is on a need to know basis and it is unusual for information to be shared generally with all staff (unless there is a wider safety concern).

If a social worker rings asking to speak to you please refer this to the designated person. It is procedure to take the caller’s name and phone number so that you can verify who you are speaking to.

A list of contact numbers is kept in the Headteacher’s and SENCO offices.
Transfer of Information Sheet

<table>
<thead>
<tr>
<th>Date:</th>
<th>Name:</th>
<th>Class:</th>
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### Health/medical information

<table>
<thead>
<tr>
<th>Name of child</th>
<th>Medical concern</th>
<th>Source of information</th>
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### Special Needs Concerns

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<tr>
<th>Name of child</th>
<th>Nature of concern</th>
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### Attendance/punctuality concern

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<th>Name of child</th>
<th>Nature of concern</th>
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### Other concerns (behaviour, family etc)

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<th>Name of child</th>
<th>Nature of concern</th>
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CHILDMREN IN NEED CONCERN RECORD

Name:
Date of Birth:
Class and Year Group:
Date and time of incident:
Completed by:

Key Information:

Actions by Designated CP Lead:
Immediate:

Follow up:
Definitions of child abuse and neglect:
Child abuse or neglect represents a failure to respect the needs and rights of children by inflicting harm or failing to act to prevent harm. The following definitions are taken from “Working Together to Safeguard Children” DCSF March 2010:

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

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

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.

Identifying cases of female genital mutilation (FGM) and Forced Marriage
There are many different cases 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. The school does have measure in place to safeguarding against this type of
Appendix 3

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ALL STAFF REFERS TO TEACHING, LUNCHTIME AND WRAPAROUND Rathfern Primary School

abuse. Any indications that FGM or Forced Marriage are imminent, or have already taken place, will be dealt with under the child protection procedures outlined in this policy. In support of this provision, the school will do everything that it can to ensure that:

- the school is an “open environment”, where students feel able to discuss issues that they may be facing;
- the Designated Safeguarding Leads are aware of the issues surrounding FGM and Forced Marriage;
- advice and signposts are available for accessing additional help e.g. the NSPCC’s helpline, ChildLine services, Forced Marriage Unit
- awareness raising about FGM is incorporated in the school’s safeguarding training.

If there is a disclosure of abuse of this kind, or staff are concerned for any other reason, they are advised:

- to alert the school’s DSL to their concerns. This member of staff will then refer concerns to social care, who will inform the policy if they need assistance. If a pupil has disclosed that they are at risk in this way, the case will still be referred to social care even if it is against the pupil’s wishes.
- not to consult or discuss with the pupils parents or family, or others within the community.

Neglect

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

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

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

Possible indicators of physical abuse

- Physical indicators
- Behavioural indicators

By themselves, these signs do not prove abuse or neglect. But they do tell us we need to know more about the child's or youth's circumstances. They can be the result of phenomena such as divorce, separation, death of a significant person or the arrival of a new sibling. That's why indicators must be assessed by professionals. The important thing to know is what the signs are, and how to report them if a child or youth may need protection.

Physical indicators

(Many physical indicators listed in the Possible indicators of neglect page can also result in physical abuse)
injuries (bruises, welts, cuts, burns, bite marks, fractures, etc.) that are not consistent with the explanation offered (e.g. extensive bruising to one area)
• presence of several injuries (3+) that are in various stages of healing
• repeated injuries over a period of time
• injuries that form a shape or pattern that may look like the object used to make the injury (e.g. buckle, hand, iron, teeth, cigarette burns)
• facial injuries in infants and preschool children (e.g. cuts, bruises, sores, etc.)
• injuries not consistent with the child's age and development
• bald patches on child's head where hair may have been torn out
• repeated poisonings and/or accidents

Behavioural indicators

• runaway attempts and fear of going home
• stilted conversation, vacant stares or frozen watchfulness, no attempt to seek comfort when hurt
• describes self as bad and deserving to be punished
• cannot recall how injuries occurred, or offers an inconsistent explanation
• wary of adults or reluctant to go home
• often absent from school/child care
• may flinch if touched unexpectedly
• extremely aggressive or withdrawn
• displays indiscriminate affection-seeking behaviour
• abusive behaviour and language in play
• overly compliant and/or eager to please
• poor sleeping patterns, fear of the dark, frequent nightmares
• sad, cries frequently
• drug/alcohol misuse
• depression
• poor memory and concentration
• suicide attempts

Possible indicators of sexual abuse

Physical indicators

• fatigue due to sleep disturbances
• sudden weight change
• cuts or sores made by the child on the arm (self-mutilation)
• recurring physical ailments
• difficulty in walking or sitting
• unusual or excessive itching in the genital or anal area due to infection(s)
• torn, stained or bloody underwear
• sexually transmitted disease(s)
• pregnancy
• injuries to the mouth, genital or anal areas (e.g. bruising, swelling, sores, infection)

Behavioural indicators

In a younger child:

• sad, cries often, unduly anxious
• short attention span
• inserts objects into the vagina or rectum
• change or loss of appetite
• sleep disturbances, nightmares
• excessively dependent
• fear of home or a specific place, excessive fear of men or women, lacks trust in others
• age-inappropriate sexual play with toys, self, others (e.g. replication of explicit sexual acts)
• age-inappropriate, sexually explicit drawings and/or descriptions
• bizarre, sophisticated or unusual sexual knowledge
• reverts to bedwetting/soiling
• dramatic behavioural changes, sudden non-participation in activities
• poor peer relationships, self-image
• overall poor self-care

In an older child:

• sudden lack of interest in friends or activities
• fearful or startled response to touching
• overwhelming interest in sexual activities
• hostility toward authority figures
• fire setting
• need for constant companionship
• regressive communication patterns (e.g. speaking childishly)
• academic difficulties or performance suddenly deteriorates
• truancy and/or running away from home
• wears provocative clothing or wears layers of clothing to hide bruises (e.g. keeps jacket on in class)
• recurrent physical complaints that are without physiological basis (e.g. abdominal pains, headache, nausea)
• lacks trust in others
• unable to "have fun" with others
• suicide attempts
• drug/alcohol misuse
• poor personal hygiene
• promiscuity
• sexual acting out in a variety of ways

Possible indicators of emotional abuse

• Physical indicators
• Behavioural indicators

By themselves, these signs do not prove abuse or neglect. But they do tell us we need to know more about the child's or youth's circumstances. They can be the result of phenomena such as divorce, separation, death of a significant person or the arrival of a new sibling. That's why indicators must be assessed by professionals. The important thing to know is what the signs are, and how to report them if a child or youth may need protection.

Physical indicators

• bedwetting and/or diarrhoea
• frequent psychosomatic complaints, headaches, nausea, abdominal pains
Behavioural indicators

- mental or emotional development lags
- behaviours inappropriate for age
- fear of failure, overly high standards, reluctance to play
- fears consequences of actions, often leading to lying
- extreme withdrawal or aggressiveness, mood swings
- overly compliant, too well-mannered
- excessive neatness and cleanliness
- extreme attention-seeking behaviours
- poor peer relationships
- severe depression, may be suicidal
- runaway attempts
- violence is a subject for art or writing
- complains of social isolation
- forbidden contact with other children

Possible indicators of neglect

- Physical indicators
- Behavioural indicators

By themselves, these signs do not prove abuse or neglect. But they do tell us we need to know more about the child's or youth's circumstances. They can be the result of phenomena such as divorce, separation, death of a significant person or the arrival of a new sibling. That's why indicators must be assessed by professionals. The important thing to know is what the signs are, and how to report them if a child or youth may need protection.

Physical indicators

(Many physical indicators listed in the Possible indicators of physical abuse page can also indicate neglect.)

- abandonment
- lack of shelter
- unattended medical and dental needs
- consistent lack of supervision
- ingestion of cleaning fluids, medicines, etc.
- consistent hunger
- nutritional deficiencies
- inappropriate dress for weather conditions
- poor hygiene
- persistent (untreated) conditions (e.g. scabies, head lice, diaper rash, or other skin disorders)
- developmental delays (e.g. language, weight)
- irregular or non attendance at school or child care
- not registered in school
- not attending school

Behavioural Indicators

- depression
- poor impulse control
- demands constant attention and affection
- lack of parental participation and interest
- delinquency
- misuse of alcohol/drugs
- regularly displays fatigue or listlessness, falls asleep in class
- steals food, or begs for food from classmate(s)
- reports that no caregiver is at home
- frequently absent or tardy
- self-destructive
- drops out of school (adolescent)
- takes over adult caring role (of parent)
- lacks trust in others, unpredictable