Child Protection Policy and Procedures

Redbridge Community School

Safeguarding is defined as protecting children from maltreatment, preventing impairment of health and/or development, ensuring that children grow up in the provision of safe and effective care and taking action to enable all children to have the best life chances.

Person responsible -	Alex Hoyle (Assistant Headteacher)
Last review date -	February 2023
Review date -	February 2024

Contents

PART ONE – THE SAFEGUARDING POLICY

1. **INTRODUCTION**

   1.1 Safeguarding is defined as –
   - Protecting children from maltreatment;
   - Preventing impairment of children's health or development;
   - Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
   - Taking action to enable all children to have the best life chances.

   1.2 Redbridge Community School is committed to safeguarding and promoting the welfare of all its students. We believe that:
   - All children/young people have the right to be protected from harm;
   - Children/young people need to be safe and to feel safe in school;
   - Children/young people need support which matches their individual needs, including those who may have experienced abuse;
   - All children/young people have the right to speak freely and voice their values and beliefs;
   - All children/young people must be encouraged to respect each other's values and support each other;
   - All children/young people have the right to be supported to meet their emotional, and social needs as well as their educational needs – a happy healthy sociable child/young person will achieve better educationally;
   - Schools can and do contribute to the prevention of abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views and risk taking behaviours; and
   - All staff and visitors have an important role to play in safeguarding children and protecting them from abuse.

   1.3 Redbridge Community School will fulfil local and national responsibilities as laid out in the following key documents:-
   - Working Together to Safeguard Children **(DfE July 2018)**
   - Keeping Children Safe in Education**: Statutory guidance for schools and colleges (DfE September 2022)**
   - The Education Act 2002 **s175/s157**

   1.4 The Governing Body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard 1 and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

   1.5 We recognise that all staff and governors have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

1.6   All staff believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.

2. OVERALL AIMS

2.1   This policy will contribute to safeguarding our students and promoting their welfare by supporting the child's development in ways that will foster security, confidence and resilience.

2.2   Providing an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties.

2.3   Raising the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.

2.4   Providing a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support plans for those children.

2.5   Acknowledging the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils.

2.6   Developing a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.

2.7   Developing effective working relationships with all other agencies involved in safeguarding children. Including appropriate work within the curriculum.

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1 Safeguarding (as defined in the Joint Inspector's Safeguarding report) is taken to mean "All agencies working with children, young people and their families take all reasonable measures to ensure that the risk of harm to children's welfare are minimised" and "where there are concerns about children and young people's welfare, all agencies take all appropriate actions to address those concerns, working to agree local policies and procedures in full partnership with other agencies"

2 "Staff" covers ALL adult staff on site, including temporary, supply and ancillary staff, and volunteers working with children

2.8   Ensuring that all adults within our school who have access to children have been checked as to their suitability. This includes other community users of our facilities.

3. KEY PROCESSES

Our school procedures for safeguarding children will be in line with the *Southampton Local Safeguarding Children's Board (LSCB).*

4. EXPECTATIONS

4.1   All staff and visitors will:
- Be familiar with this safeguarding policy;
- Be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc.
- Be involved in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans;
- Be alert to signs and indicators of possible abuse (See Appendix One for current definitions and indicators);
- Record concerns and give the record to the DSL; and
- Deal with a disclosure of abuse from a child in line with the guidance in Appendix Two - you must inform the DSL immediately, and provide a written account as soon as possible.

4.2 All staff will receive basic training at the beginning of each new academic year. Key staff will undertake level two training.

5. PROCEDURES

We will ensure that:

5.1   The governing body understands and fulfils its safeguarding responsibilities.

5.2   We have a DSL and deputy DSL's who have undertaken level two training as agreed by The Governing Body. The DSL for the school is Alex Hoyle, Assistant Headteacher.

5.3   We have a member of staff who will act in the DSL's absence who has also received multi-agency training, and who will have been briefed in the role. The Deputy DSL's are Coralie Crisell (Year 7) Chris Bearpark (year 8) Simon Cowan (year 9), Ellie Purdue (Year 10), Beki Lang (Year 11). Each member of SMT is also DSL trained. This includes Simon Waterson, Stuart Ramsey, Emily Bell, Sarah Winner, Alex Hoyle, Richard Taylor, Laura Streeter and Jason Ashley. We also have two members of staff within our EduK8 department with full DSL training. They are Lauren Cheshire and Naomi Wilson. In addition to this our Welfare Officers, Claire Browne and Katie Spencer are also DSL trained.

5.4   All members of staff are provided with opportunities every year to receive INSET training by the DSL in order to develop their understanding of child protection and in particular the signs and indicators of abuse.

5.5   All members of staff, volunteers, and governors know how to respond to a pupil who discloses abuse, and the procedure to be followed in appropriately sharing a concern of possible abuse or a disclosure of abuse.

5.6   All parents/carers are made aware of the school's responsibilities in regard to child protection procedures through publication of the school's Safeguarding and Child Protection Policy on our school website.

5.7   Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time.

5.8   Community users organising activities for children are aware of and understand the need for compliance with the school's child protection guidelines and procedures.

5.9   Our recruitment and selection policy includes all appropriate checks on staff suitability including Disclosure and Barring Service checks (formerly Criminal Records Bureau checks). The Staff who are safer recruitment trained are Alex Hoyle (Assistant Head), Jason Ashley (Headteacher), Simon Waterson (Assistant Head), Richard Taylor (Assistant Head), Emily Bell (Assistant Head), Stuart Ramsey (Assistant Head) Sarah Morris (HR manager)

5.10   The name of any member of staff considered not suitable to work with children will be notified to either the Disclosure and Barring Service or the relevant Government Department/Agency (where appropriate), depending on the nature of the concern, with the advice and support of Local Authority Personnel and/or the Local Authority Designated Officer.

5.11   Our procedures will be annually reviewed and up-dated.

5.12   The name of the DSL and Deputy DSL's will be clearly shown in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.

5.13   All adults, (including supply teachers, non-teaching staff and volunteers), new to our school will be given contact details for our DSL and Deputy DSL's.

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3 Safer recruitment practice includes scrutinising applicants, verifying identity and qualifications, obtaining character and professional references, checking previous employment history and that a candidate has the health and physical capacity for the job, and a face to face interview as well as the mandatory check of the Disclosure & Barring Service (DBS) Children's Barring List, and, where appropriate, a Criminal Records Check.

6.   RESPONSIBILITIES

6.1 We understand that our responsibility to safeguard children requires that we all appropriately share any concerns [as soon as a staff member or volunteer suspects/knows of a concern] that we may have about children. The first point of contact is the DSL or other member of the Safeguarding Team (in their absence). The DSL will inform the Headteacher of the referral. If any staff member is involved the report is made to the Headteacher. If the Headteacher is involved then the Chair of Governors should be informed.

6.2 The DSL or Deputy DSL's are responsible for:-

6.2.1 Referring by telephone, 02380 833336, a child's details if there are concerns about his/her welfare, possible abuse or neglect to Children's Social Care. A written record of the referral will be emailed to Children's Social Care and logged internally on our safeguarding tracking system. (CPOMS)

6.2.2 Ensuring that written records of concerns about a child are recorded in CPOMS even if there is no need to make an immediate referral.

6.2.3 If a student moves from our school, child protection records will be forwarded on to the DSL at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records.

6.2.4 If sending by post student records will be sent by "Special/Recorded Delivery". For audit purposes a note of all student records transferred or received should be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent and the date sent and/or received.

6.2.5 Acting as a focal point for staff to discuss concerns and liaising with other agencies and professionals.

6.2.6 Attending (or delegating this requirement to another appropriately informed member of staff) Common Assessment Framework (CAF) meetings, case conferences, family support meetings, core groups, or other multi-agency planning meetings, contributing to the Framework for Assessments process, and providing a report which has been shared with the parents.

6.2.7 Ensuring that any pupil currently with a child protection plan who is absent without explanation is referred to their key worker in Children's Social Care.

6.2.8 Ensuring that all school staff are aware of this policy and know how to recognise and refer any concerns.

6.2.9 Providing the Headteacher with an annual report for the governing body, including any changes to the policy and procedures; training undertaken by the DSL and by all staff and governors; relevant curricular issues, number and

type of incidents/cases, and number of children referred to Children's Social Care and subject to a child protection plan etc.

6.2.10　Keeping up to date with knowledge to enable them to fulfil their role, including attending relevant training provided by the LSCB, or the Local Authority.

6.2.11 The following staff are all DSL trained; Chris Bearpark, Simon Cowan, Ellie Purdue, Beki Lang, Stuart Ramsey, Sarah Winner, Emily Bell, Alex Hoyle, Simon Waterson, Jason Ashley, Richard Taylor, Laura Streeter, Lauren Cheshire, Claire Browne, Katie Spencer, Naomi Wilson, Kim Joyce. Issues of a safeguarding nature should be referred to these staff if AHO is unavailable.

7.　SUPPORTING CHILDREN

7.1　We recognise that a child who is abused, who witnesses violence or who lives in a violent environment may feel helpless and humiliated, may blame him/herself, and find it difficult to develop and maintain a sense of self-worth.

7.2　We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

7.3　We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal, too aggressive or being withdrawn.

7.4　Our school will support all students by:

7.4.1　Encouraging the development of self-esteem and resilience in every aspect of school life including through the curriculum.

7.4.2　Promoting a caring, safe and positive environment within the school.

7.4.3　Liaising and working together with all other support services and those agencies involved in the safeguarding of children.

7.4.4　Notifying Children's Social Care as soon as there is a significant concern.

7.4.5　Ensuring that a named teacher is designated for Looked After Children (Nicki Franklin) and that an up to date list of LAC is regularly reviewed and updated. The Virtual School for Children and Young People in care must be made aware of all LAC in the school.

7.4.6　Providing continuing support to a student (about whom there have been concerns) who leaves the school by ensuring that such concerns and school medical records are forwarded under confidential cover to the Head at the pupil's new school as a matter of urgency.

8. **CONFIDENTIALITY**

    8.1 We recognise that all matters relating to child protection are confidential.

    8.2 The Headteacher or DSL will disclose personal information about a pupil to other members of staff on a need to know basis only. Staff will be informed of relevant details only when the DSL feels their having knowledge of a situation will improve their ability to deal with an individual student/family. A written record will be made of what information has been shared, with whom, and when.

    8.3 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

    8.4 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's own safety or well-being, or that of another child.

    8.5 We will always undertake to share our intention to refer a child to Children's Social Care with their parents/carers consent unless to do so could put the child at greater risk of harm, or impede a criminal investigation.

9. **SUPPORTING STAFF**

    9.1 We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

    9.2 We will support such staff by providing an opportunity to talk through their anxieties and concerns with the DSL and to seek further support where necessary. This could be provided, for example, by the Head Teacher, by Occupational Health and/or a teacher/trade union representative as appropriate.

    9.3 We understand that staff should have access to advice on the boundaries of appropriate behaviour. The booklet 'Safer Cultures' provides advice on this and the circumstances which should be avoided, in order to limit complaints against staff of abuse of trust, and/or allegations of physical or sexual abuse. These matters form part of staff induction and are referred to in the staff handbook.

    9.4 We recognise that designated staff should have access to support (as in 9.2 above) and appropriate workshops, courses or meetings as organised or arranged through the Local Authority.

10. ALLEGATIONS AGAINST STAFF

10.1 All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults. (See also 9.3)

10.2 All staff should be aware of the Whole School Attendance, Behaviour and Anti Bullying Policy. This can be found on the 'G' Drive.

10.3 All staff should be aware of the Guidance for safer working practice for those working with children and young people in education settings. May 2019

https://c-cluster-110.uploads.documents.cimpress.io/v1/uploads/13ecce28-e8f2-49e9-83c6-c29337cd8071~110/original?tenant=vbu-digital

10.4 All staff will sign to state that they have read the 'Safer Cultures' document. This sets out responsibilities for all staff, ensuring they have an up-to-date awareness of e-safety matters and all digital communications with students/parents/carers should be a professional level and only carried out using official school systems. (See E-Safety Policy and Acceptable Use Agreement – Staff/Volunteer)

10.5 We understand that a pupil may make an allegation against a member of staff:-

10.5.1 If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher or the most senior teacher if the Headteacher is not present.

10.5.2 The Headteacher/senior teacher on all such occasions will immediately discuss the content of the allegation with the Local Authority Designated Officer and follow the process for managing the concern laid down in the Local Safeguarding Boards procedures.

10.5.3 If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult as in 10.5.2 above, without notifying the Headteacher first.

10.5.4 In all occasions identified in 10.5.2 and 10.5.3 above, the school will follow the Local Authority procedures for managing allegations against staff and volunteers, a copy of which can be found in the School's Managing Allegations Policy.

10.5.5 Suspension of the member of staff against whom an allegation has been made needs careful consideration, and we will consult (as in 10.5.2 above) in making this decision.

10.5.6 In line with this policy and other school procedures for incident reporting/recording, staff and pupils may provide accounts of events which will be stored under our own secure systems and may be produced in the event of any allegation. However, such

accounts must not constitute an official statement and the reporting person must not be questioned over their disclosure at this stage.

11. WHISTLEBLOWING

11.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

11.2 All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. If necessary, they should speak to the Chair of Governors or the Local Authority Designated Officer.

12. PHYSICAL INTERVENTION/POSITIVE HANDLING

12.1 Our policy on physical intervention/positive handling by staff is set out separately within our Physical restraint policy.

12.2 Such events should be recorded and signed by a witness or witnesses.

12.3 Staff who are likely to need to use physical intervention will be appropriately trained.

12.4 We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures. A physical restraint form must be completed by the member of staff in question and the appropriate steps followed.

13. ANTI-BULLYING

13.1 Our policy on the prevention and management of bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

14. RACIST INCIDENTS

14.1 Our policy on racist incidents is set out in a separate policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

15. DOMESTIC ABUSE

15.1 Our response on Domestic Abuse is set out in the Child Protection guidance from the Local Authority. It recognises that exposure to domestic abuse can have a serious impact on a child's development and emotional well-being and acknowledges that staff themselves can be victims or perpetrators of domestic abuse.

16. OUR ROLE IN THE PREVENTION OF ABUSE

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

16.2   The school community will therefore:

16.2.1   Establish and maintain an ethos, which is understood by all staff, which enables children to feel secure and encourages them to talk knowing that they will be listened to.

16.2.2   Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.

16.2.3   We will provide opportunities for students to develop skills, concepts, attitudes and knowledge that promote their safety and well-being.

16.2.4   The curriculum
Relevant issues will be addressed through the PSHE curriculum, for example self-esteem, emotional literacy, assertiveness, power, sex and relationship education, e-safety and bullying.

16.2.5   Relevant issues will be addressed through other areas of the curriculum, for example, circle time, English, History, Drama, Art, ICT.

16.2.6   Other areas of work
All our policies which address issues of power and potential harm, for example bullying, equal opportunities, handling, positive behaviour, will be linked to ensure a whole school approach.

16.2.7   Our safeguarding policy cannot be separated from the general ethos of the school, which should ensure that students are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

17. SAFEGUARDING STUDENTS WHO ARE VULNERABLE TO EXTREMISM

17.1   Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

17.2 Redbridge Community School values freedom of speech and the expression of beliefs/ ideology as fundamental rights underpinning our society's values. Both students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

17.3 The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Redbridge Community School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

17.4 Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix Four.

17.5 Redbridge Community School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to religious ideologies, or to Far Right/Neo Nazi/White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements. Risk reduction

17.6 The school governors, the Head Teacher and the DSL for Safeguarding will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, assembly policy, the use of school premises by external agencies, integration of students by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

17.7 When any member of staff has concerns that a student may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL. All staff have completed PREVENT training.

17.8 Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example, they may address mental health, relationship or drug/alcohol issues.

18. SAFEGUARDING STUDENTS WHO ARE VULNERABLE TO EXPLOITATION, FORCED MARRIAGE, FEMALE GENITAL MUTILATION, OR TRAFFICKING

18.1 Our safeguarding policy and through the school's values, ethos and behaviour policies provides the basic platform to ensure children and young people are given the support to respect themselves and others, stand up for themselves and protect each other.

18.2 Our school keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.

18.3 Our staff are supported to recognise warning signs and symptoms in relation to specific issues, include such issues in an age appropriate way in their curriculum.

18.4 Our school works with and engages our families and communities to talk about such issues.

18.5 Our staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.

18.6 Our Designated Safeguarding Lead knows where to seek and get advice as necessary.

18.7 Our school brings in experts and uses specialist material to support the work we do.

19. WHAT WE DO WHEN WE ARE CONCERNED

19.1 Where risk factors are present but there is no evidence of a particular risk then our DSL for Safeguarding advises us on preventative work that can be done within school to engage the student into mainstream activities and social groups. The DSL may well be the person who talks to and has conversations with the student's family, sharing the school's concern about the young person's vulnerability and how the family and school can work together to reduce the risk.

19.2 In this situation, depending on how worried we are and what we agree with the parent and the young person (as far as possible) –
- The DSL can decide to notify our healthy Living Advisor/School Counsellor/other outside agencies, so that a strategic overview can be maintained and any themes or common factors can be recognised; and
- The school will review the situation after taking appropriate action to address the concerns.

19.3 The DSL will also offer and seek advice about undertaking an early help assessment and/or making a referral to Children's Services.

20. HEALTH & SAFETY

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

21. POLICY REVIEW

21.1 The Governing Body of our school will review the Child Protection Policy on an annual basis.

22. CHILDREN IN SPECIFIC CIRCUMSTANCES

22.1 Guidance on children in specific circumstances as listed below:
Abuse Linked to Spiritual Belief
Bullying
Child Sexual Exploitation
Children Affected by Gang Activity
Children and Families that Go Missing
Children Living away from Home
Children Missing from Education
Children of Parents who Misuse Substances
Children of Parents with Learning Difficulties
Children of Parents with Mental Health Problems
Disabled Children
Domestic Violence and Abuse
E-Safety – Children Exposed to Abuse through the Digital Media
Fabricated or Induced Illness
Female Genital Mutilation
Forced Marriage
Honour Based Violence
Peer Abuse – Children and Young People who Abuse Others
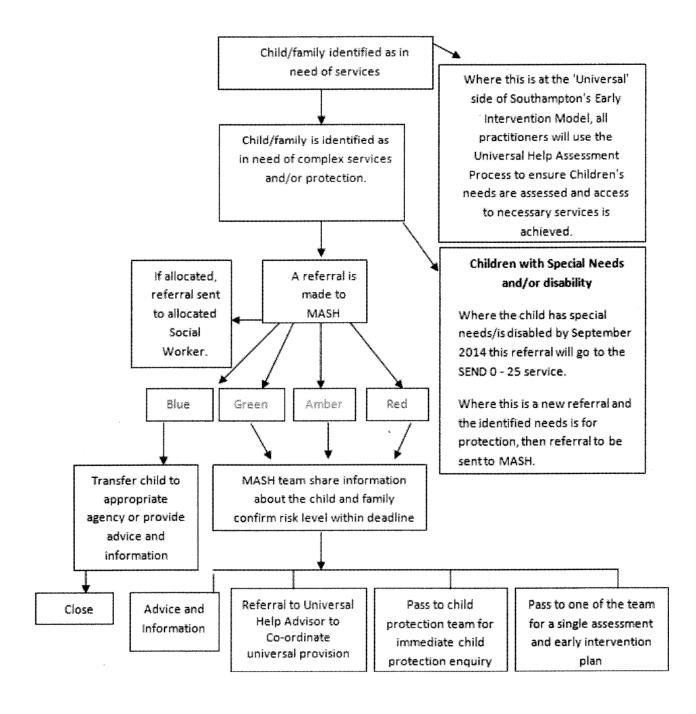Sexually Harmful Behaviour
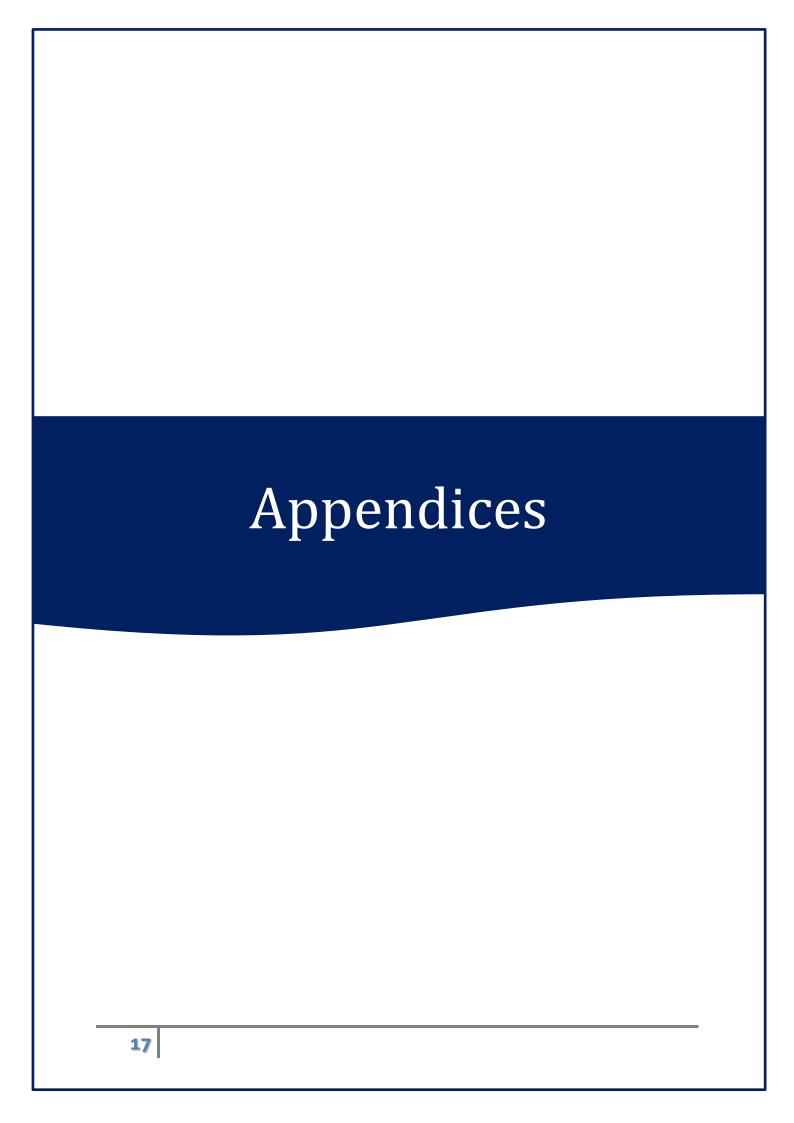Trafficked Children
Underage Sexual Activity

Child Protection Policy

The Key Procedures

This Diagram illustrates what action should be taken and who should take it when there are concerns about a child.

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Child/family identified as in
need of services
        │
        ▼
Child/family is identified as
in need of complex services
and/or protection.
        │
        ▼
A referral is made to MASH
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Where this is at the 'Universal' side of Southampton's Early Intervention Model, all practitioners will use the Universal Help Assessment Process to ensure Children's needs are assessed and access to necessary services is achieved.

Children with Special Needs and/or disability

Where the child has special needs/is disabled by September 2014 this referral will go to the SEND 0 - 25 service.

Where this is a new referral and the identified needs is for protection, then referral to be sent to MASH.

If allocated, referral sent to allocated Social Worker.

Blue | Green | Amber | Red

Transfer child to appropriate agency or provide advice and information

MASH team share information about the child and family confirm risk level within deadline

Close

Advice and Information

Referral to Universal Help Advisor to Co-ordinate universal provision

Pass to child protection team for immediate child protection enquiry

Pass to one of the team for a single assessment and early intervention plan

Appendices

DEFINITIONS AND INDICATORS OF ABUSE

1. **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.

The following may be indicators of neglect (this is not designed to be used as a checklist):

- Constant hunger;
- Stealing, scavenging and/or hoarding food;
- Frequent tiredness or listlessness;
- Frequently dirty or unkempt;
- Often poorly or inappropriately clad for the weather;
- Poor school attendance or often late for school;
- Poor concentration;
- Affection or attention seeking behaviour;
- Illnesses or injuries that are left untreated;
- Failure to achieve developmental milestones, for example growth, weight;
- Failure to develop intellectually or socially;
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings;
- The child is regularly not collected or received from school; or
- The child is left at home alone or with inappropriate carers

2. **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.

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- Multiple bruises in clusters, or of uniform shape;
- Bruises that carry an imprint, such as a hand or a belt;
- Bite marks;
- Round burn marks;
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
- An injury that is not consistent with the account given;
- Changing or different accounts of how an injury occurred;
- Bald patches;
- Symptoms of drug or alcohol intoxication or poisoning;
- Unaccountable covering of limbs, even in hot weather;
- Fear of going home or parents being contacted;
- Fear of medical help;
- Fear of changing for PE;
- Inexplicable fear of adults or over-compliance;
- Violence or aggression towards others including bullying; or
- Isolation from peers.

3. **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 act of sexual abuse, as can other children.

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge;
- Anal or vaginal discharge, soreness or scratching;
- Reluctance to go home;
- Inability to concentrate, tiredness;
- Refusal to communicate;
- Thrush, persistent complaints of stomach disorders or pains;
- Eating disorders, for example anorexia nervosa and bulimia;
- Attention seeking behaviour, self-mutilation, substance abuse;
- Aggressive behaviour including sexual harassment or molestation;
- Unusual compliance;
- Regressive behaviour, enuresis, soiling;

- Frequent or open masturbation, touching others inappropriately;
- Depression, withdrawal, isolation from peer group;
- Reluctance to undress for PE or swimming; or
- Bruises or scratches in the genital area.

4. SEXUAL EXPLOITATION

Child sexual exploitation occurs when a child or young person, or another person, receives "something" (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person.

The presence of any significant indicator for sexual exploitation should trigger a referral to children's social care. The significant indicators are:

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity);
- Entering and/or leaving vehicles driven by unknown adults;
- Possessing unexplained amounts of money, expensive clothes or other items;
- Frequenting areas known for risky activities;
- Being groomed or abused via the Internet and mobile technology; and
- Having unexplained contact with hotels, taxi companies or fast food outlets.

5. 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 also involve seeing or hearing the ill-treatment of another person. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment.

The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly;
- Over-reaction to mistakes;
- Delayed physical, mental or emotional development;
- Sudden speech or sensory disorders;

- Inappropriate emotional responses, fantasies;
- Neurotic behaviour: rocking, banging head, regression, tics and twitches;
- Self-harming, drug or solvent abuse;
- Fear of parents being contacted;
- Running away;
- Compulsive stealing;
- Appetite disorders - anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis.

N.B.: Some situations where children stop communication suddenly (known as "traumatic mutism") can indicate maltreatment.

6. RESPONSES FROM PARENTS

Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:

- Delay in seeking treatment that is obviously needed;
- Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb);
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development;
- Reluctance to give information or failure to mention other known relevant injuries;
- Frequent presentation of minor injuries;
- A persistently negative attitude towards the child;
- Unrealistic expectations or constant complaints about the child;
- Alcohol misuse or other drug/substance misuse;
- Parents request removal of the child from home; or
- Violence between adults in the household.

7. DISABLED CHILDREN

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:
- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child;
- Not getting enough help with feeding leading to malnourishment;
- Poor toileting arrangements;
- Lack of stimulation;
- Unjustified and/or excessive use of restraint;
- Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries;
- Unwillingness to try to learn a child's means of communication;
- Ill-fitting equipment. for example callipers, sleep boards, inappropriate splinting;
- Misappropriation of a child's finances; or
- Inappropriate invasive procedures.

DEALING WITH A DISCLOSURE OF ABUSE

When a child tells me about abuse s/he has suffered, what must I remember?

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

NB It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Immediately afterwards
You must not deal with this yourself. Clear indications or disclosure of abuse must be reported to children's social care without delay, by the Designated Senior Person.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child/young person who has been abused can be traumatic for the adults involved. Support for you will be available from your Designated Senior Person or Head Teacher.

ALLEGATIONS ABOUT A MEMBER OF STAFF, GOVERNOR OR VOLUNTEER

1. **Inappropriate behaviour by staff/volunteers could take the following forms:**

   - **Physical**
     For example the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.

   - **Emotional**
     For example intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality.

   - **Sexual**
     For example sexualised behaviour towards students, sexual harassment, sexual assault and rape.

   - **Neglect**
     For example failing to act to protect a child or children, failing to seek medical attention or failure to carry out an appropriate risk assessment.

2. If a child makes an allegation about a member of staff, governor, visitor or volunteer the Head Teacher should be informed immediately. The Head Teacher should carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Head Teacher should not carry out the investigation him/herself or interview students.

3. The Head Teacher must exercise, and be accountable for, their professional judgement on the action to be taken, as follows –

   - If the actions of the member of staff, and the consequences of the actions, raise credible child protection concerns the Head Teacher will notify the Local Authority Designated Officer (LADO) Team.
     The LADO Team will liaise with the Chair of Governors and advise about action to be taken, and may initiate internal referrals within children's social care to address the needs of children likely to have been affected.
   - If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the student (s), these should be addressed through the school's own internal procedures.
   - If the Head Teacher decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child protection file.

4. Where an allegation has been made against the Head Teacher, then the Chair of the Governing Body takes on the role of liaising with the LADO team in determining the appropriate way forward. For details of this specific procedure see the Section on **Allegations against Staff and Volunteers** in the procedures of Southampton Safeguarding Children Board.

INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

2. Extremism is defined by the Government in the Prevent Strategy 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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

3. Extremism is defined by the Crown Prosecution Service as:
The demonstration of unacceptable behaviour by using any means or medium to express views which:
   - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
   - Seek to provoke others to terrorist acts;
   - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
   - Foster hatred which might lead to inter-community violence in the UK.

4. There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

5. Students may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

6. Indicators of vulnerability include:

   - Identity Crisis – the student is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
   - Personal Crisis – the student may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
   - Personal Circumstances – migration; local community tensions; and events affecting the student's country or region of origin may contribute to a sense of grievance that is

triggered by personal experience of racism or discrimination or aspects of Government policy;

- Unmet Aspirations – the student may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration; and
- Special Educational Need – students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
- However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
- More critical risk factors could include:
- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues; and
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and/or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.