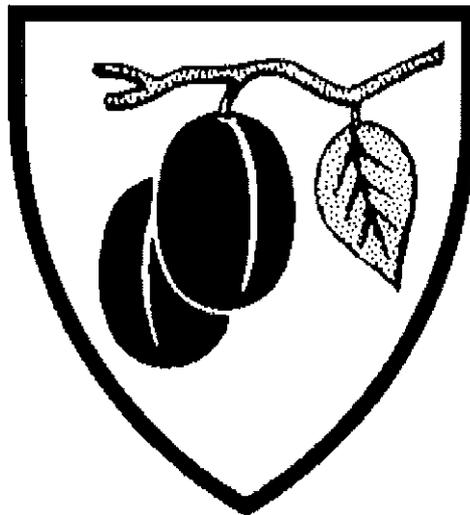


Plumcroft Primary School

Safeguarding/Child Protection Policy

Universal high expectations
Knowing every child
In pursuit of excellence



July 2020

Date of Next Review: July 2021

Designated Senior Person for Child Protection: Annette Graney

Deputy Designated Senior Person for Child Protection: Maria Taylor

Named Governor for Child Protection: Sandra Cullen

Child Protection Statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of different types of abuse and follow our procedures to ensure that children receive effective support, protection and justice.

Introduction

The procedures contained in this policy apply to all staff and governors and are consistent with those of the Greenwich Safeguarding Children's Board (GSCB) and locally agreed procedures.

Plumcroft takes seriously its responsibility to protect and safeguard the children in its care and follows the guidance of "Working Together to Safeguard Children March 2015" and "Keeping Children Safe in Education" September 2018, Section 175 of the Education Act, 2002 which states;

"Requires governing bodies of maintained schools and FE colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children."

Regulations made under s157 state proprietors of independent schools (which include Academies and Free schools) must make arrangements to safeguard and promote the welfare of pupils.

We want all our children to achieve their full potential by:

- being as physically and mentally healthy as possible;
- experiencing good quality education opportunities;
- living in a safe environment;
- learning and working in a safe environment;
- experiencing emotional well being;
- feeling loved and valued;
- receiving support from a network of reliable and affectionate relationships;
- learning to look after themselves;
- coping with everyday living;
- having a sense of identity and a positive image of themselves;
- developing their confidence and their interpersonal skills

We recognise that the safety and protection of pupils is the responsibility of all school personnel and volunteers as they are in a unique position to notice injuries, marks or bruises when children are undertaking certain activities which might indicate a child has been abused. We believe that we must report and investigate all injuries for the safety and protection of the children in our care.

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- 1 Purpose and Aims

1.1 Plumcroft fully recognises its responsibilities for safeguarding children including those in need of protection.

1.2 Our policy applies to all staff, governors and volunteers working in the school.

1.3 There are **five main elements** to our policy:

- Ensuring we practice safe recruitment in line with national legislation by using at least one suitably trained recruiter on all interview panels and by checking the suitability of staff and volunteers to work with children and ensuring any unsuitable behaviour is reported and managed using the Allegations Management procedures
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan
- Establishing a safe environment in which children can learn and develop.

1.4 We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to
- Ensure children know that there are adults in the school whom they can approach if they are worried
- Include opportunities across the curriculum for children to develop the skills they need to recognise and stay safe from abuse.

2 Statutory Framework

2.1 In order to safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance:

- The Children Act 1989 & 2004
- The Education Act 2002 (section 175)
- The Education (Pupil Information) (England) Regulations 2005
- Keeping Children Safe in Education 2016
- Dealing with Allegations of Abuse Against Teachers and Other Staff
- Working Together to Safeguard Children (DfE, 2015)
- Procedures set out by the Greenwich Safeguarding Children Board.

2.2 More specifically, we will:

- Ensure we have a designated senior person for child protection, and deputy senior person for child protection, who have received appropriate training and support for their roles
- Ensure we have a nominated governor responsible for child protection
- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name and role of the designated senior person for child protection and their deputy
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person for child protection
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus/website
- Notify Social Care immediately (on the first day of absence) if there is an unexplained absence of a child on a **Child Protection Plan**
- Contact the child's social worker directly if there is an unexplained absence of a child who is **Looked After**. This may then trigger actions identified in the "Joint Police and Social Care Protocol for Dealing with Children Missing from Care"
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences
- Keep detailed, accurate, secure records of concerns about

children, even where there is no need to refer the matter immediately

- Ensure all safeguarding and child protection records are kept securely, separate from the main pupil file, and in locked locations (This could be electronic secure storage)
- Follow the procedures set out in section 14 of this document, if an allegation is made against a member of staff or volunteer
- Ensure safe recruitment practices are always followed.

3 Safeguarding Training

- 3.1 The Deputy Head Teacher will undertake training on child protection at least once every two years (statutory requirement). The deputy DSL Head Teacher is the DSP shall meet the training requirements set out in 3.2 below.
- 3.2 The Designated Senior Person (DSP) will attend the GSCB Level 2 „Working Together to Safeguard Children“ training, and then undertake refresher safeguarding training at least every two years (statutory requirement).
- 3.3 The Deputy DSP will also meet the training requirements in section 3.2.
- 3.4 Any newly appointed DSP will attend the GSCB Level 2 „Working Together to Safeguard Children“ training and the local DSP training before taking lead responsibility for safeguarding. The deputy DSP will take a leading role on safeguarding for the short time that the DSP is waiting to receive training
- 3.5 The designated Governor for Safeguarding and Child Protection will undertake governor safeguarding training at least once every three years
- 3.6 All members of staff will receive training on child protection at least every three year. This includes the opportunity to discuss and identify children who would benefit from 'early help'.
- 3.7 All new members of staff will receive child protection training as part of their induction programme
- 3.8 Briefings and updates on child protection and safeguarding procedures will be provided on a regular basis, at least annually, but more frequently when necessary, to ensure that all members of staff are familiar with any changes to the school policy as they occur

4 The Head Teacher's Roles and Responsibilities re: Safeguarding

4.1 In line with the statutory guidance (DfES, 2016), the Head Teacher will ensure that:

- "the policies and procedures adopted by the governing body or proprietor are fully implemented, and followed by all staff;
- sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities, including taking part in strategy discussions and other interagency meetings, and contributing to the assessment of children; and
- all staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies, where appropriate."

5 The Designated Senior Person for Child Protection's Roles & Responsibilities

5.1 Broad areas of responsibility proposed for the Designated Senior Person for child protection.

- The designated person must have the status and authority within the school management structure to carry out the duties of the post including committing resources and where appropriate directing other staff. In many schools a single designated person will be sufficient but a deputy should be nominated to act in the designated person's absence.
- Recognise how to identify signs of abuse and neglect and when it is appropriate to make a referral to other agencies.
- Refer cases of suspected abuse or allegations to the relevant statutory agencies (children's social care or the police).
- Act as a source of support, advice and expertise to staff within the educational establishment when deciding whether and when to make a referral to relevant statutory agencies.
- Seek advice from and share information with relevant statutory agencies before seeking consent or informing parents of a referral. Where practicable, concerns should be discussed with the family and agreement sought for a referral to children's services **unless** this may, either by delay or the behavioural response it prompts, place the child at risk of significant harm. Liaise with the head teacher or principal (where the role is not carried out by the headteacher or principal) to inform him or her of any issues and ongoing enquiries under section 47 of the Children Act 1989 and police investigations and ensure there is always cover for this role.

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes, such as the Royal Greenwich Early Help Guidance.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new or part-time staff who may work with different educational establishments.
- Ensure all staff have induction training covering child protection and are able to recognise and report any concerns about children's safety and welfare immediately they arise.
- Feedback and reassure staff who have raised a child protection concern
- Be able to keep detailed, accurate, secure written records of referrals and/or concerns.
- Obtain access to resources and attend any relevant or refresher training courses.
- Ensure the establishment's child protection policy and procedures are updated and reviewed annually and work with the governing body, management committee or proprietor regarding this.
- Ensure parents can see copies of the child protection policy and procedures which alerts them to the fact that referrals about suspected abuse or neglect may be made and the role of the establishment in this.
- Where children leave the establishment ensure their child protection file is provided for any new establishment as soon as possible but transferred separately from the main pupil file.
- Liase with virtual school headteacher for LAC children.

6 The Governing Body's Roles & Responsibilities re Safeguarding

6.1 Keeping Children Safe in Education (DfES, 2016) provides the following statutory guidance:

Safeguarding arrangements that schools and FE colleges should have in place

Governing bodies and proprietors are accountable for ensuring their school has effective policies and procedures in place in accordance with this guidance and for monitoring their school's compliance with them. They should ensure that an appropriate senior member of staff is designated to take lead responsibility for dealing with child protection issues, providing advice and support to other staff liaising with the local authority and working with other agencies.

6.2 In light of this statutory guidance the Governing Body will nominate a governor who will be responsible for Safeguarding and Child Protection and will liaise with the DSP on matters relating to Safeguarding and Child Protection.

6.3 The Governing Body will ensure that:

- The school has a child protection policy and procedures in place that are in accordance with local authority guidance and locally agreed interagency procedures, and the policy is made available to parents on request;
- The school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children;
- The school has procedures for dealing with allegations of abuse against members of staff and volunteers that comply with guidance from the local authority and locally agreed interagency procedures;
- A senior member of the school's leadership team is designated to take lead responsibility for dealing with safeguarding and child protection issues, providing advice and support to other staff, liaising with the local authority, and working with other agencies;
- In addition to basic child protection training the designated senior person undertakes training in inter-agency working that is provided by, or to standards agreed by, the GSCB, and refresher training at two yearly intervals to keep his or her knowledge and skills up to date;
- The head teacher, and all other staff who work with children, undertake appropriate training to equip them to carry out their responsibilities for child protection effectively, that is kept up to date by refresher training at three yearly intervals, and temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities;
- The head teacher remedies without delay any deficiencies or weaknesses in regard to child protection arrangements that are

brought to his/her attention;

- A member of the governing body (usually the chair) is nominated to be responsible for liaising with the Local Authority Designated Officer (LADO) in the event of allegations of abuse being made against the Headteacher (Contact details of the LADO are given in section 7.4); and
- The Governing Body reviews the child protection policy and procedures annually.

7 The Role & Responsibilities of all Staff within School

All school and college staff members should be aware of the signs of abuse and Neglect so that they are able to identify cases of children who may be in need of help or protection.

Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.

- 7.1 All staff will ensure they are aware of their responsibilities for safeguarding and child protection in being alert to the signs of abuse and of their responsibility to report and record any concerns. This means that they must:
- Recognise that a disclosure may come directly from the child, or from a third party, e.g. friend, neighbour, other family member. Alternatively, it may be through the suspicion of staff based on a variety of symptoms and knowledge of possible indicators of abuse
 - Take seriously any disclosures made to them and provide reassurance to the discloser through their responses and behaviour.
- 7.2 It is recognised that a child may disclose sensitive information at any time of the day, and in particular this may occur outside of normal lesson time, e.g. break periods or during before/after school club sessions. It is therefore important that **all** the staff is aware of the signs and behaviour which **may** indicate abuse (see section 9 and Appendix 1).
- 7.3 If any member of staff has a concern about a particular child in their care, they must immediately report their concerns to, and seek advice from the Designated Senior Person, or in their absence, the Deputy Designated Senior Person. Staff must provide the Designated Person for Safeguarding with a signed and dated written record of their concerns.
- 7.4 If there is an allegation or concerns raised against the Head Teacher, then the process outlined in sections 14.10 and 14.11 of this document will be followed. Should this be in this section?

8 Role of Pupils

Pupils must be made aware of:

- basic safeguarding procedures in school such as visitors signing in and wearing visitor badges;
- how to keep themselves safe

Every year the children will be asked their views by issuing a questionnaire and asking:

- Do they feel safe in school?
- Are they aware of basic safeguarding procedures in school?
- Are pupils aware of how to keep themselves safe?
- Do they know who to go to if they are concerned about their own safety or that of others?
- Are they are aware of e-safety?
- Do they know how to keep themselves safe outside school?
- Do they know how to keep themselves safe when using the internet?

9 Royal Greenwich Early Help Guidance

The Royal Greenwich Early Help Guidance and the Prevention Strategy sets out arrangements for working together to build resilience, prevent and protect from harm. Early help is key to success of the strategy in improving outcomes for our children and young people and working together is the key to the success of early help:

www.greenwichsafeguardingchildren.org.uk

Staff will have a yearly meeting to inform them about the early help guidance available and to discuss and identify children who would benefit from 'early help'

10 When to be concerned

10.1 All staff and volunteers must be aware that the main categories of abuse are:

- Neglect
- Physical abuse
- Sexual abuse
- Emotional abuse

10.2 All staff and volunteers must act in accordance with this policy if a child he/she presents with indicators of abuse (see Appendix 1 for details).

11 Dealing with a Disclosure

11.1 If a child discloses that he or she has been abused in some way the member of staff should:

- Find time and, if necessary, a suitable place to listen to the child, when information about possible abuse comes to light
- Listen to what is being said without displaying shock or disbelief
- Do not make false promises which may not be able to be fulfilled and do not promise confidentiality
- Allow the child to talk freely. Do not cross examine, interview, probe or ask to see any injury that is not visible. Listen, only asking questions when necessary to clarify. Ask open questions such as "Tell me, and How did that happen"
- Not criticise the alleged perpetrator
- Reassure the child that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Explain what has to be done next and who has to be told
- Find out just enough to be sure of the need to refer, and keep any questions open rather than closed
- Make records that are factual, accurate and relevant and avoid subjective judgements. It is not the school's responsibility to 'check out' what any child tells nor should any abuser be questioned.
- Sign and date the record of disclosure
- Speak with the Designated Senior Person for Child Protection, and provide him/her with the signed, dated written record, using the agreed school proforma, without delay.

11.2 The same approach to receiving a disclosure must be taken if the discloser is not the allegedly abused child but another child or an adult.

11.3 Education is a referrer, not an investigative agency for child protection matters. An incident may eventually end up as a court case and children's evidence can all too easily be compromised by leading questions or repeated recital

11.4 When the Designated Senior Person for Child Protection, or in his/her absence, the Deputy Senior Person for Child Protection, has been informed, he/she will make the decision whether or not to refer the concern to Social

Care. The Multi Agency Safeguarding Hub (MASH) will be consulted when there is uncertainty about whether to refer.

**Consultation Line Tel- 0208 921 2267 or
The Greenwich Safeguarding Coordinator for Schools on
0208 921 4438.**

NSPCC whistle-blowing helpline 0800 028 0285

- 11.5 Referrals will be made as soon as possible by telephone **and the appropriate forms completed and sent at the same time.** Referrals to Children's Social Care must be made to the Multi Agency Safeguarding Hub (**MASH**) Tel 0208 921 3172 (see contact details below)

**Multi Agency Safeguarding Hub
Children's Services'
Safeguarding and Social Care, 1st Floor
The Woolwich Centre,
Wellington Street,
Woolwich, London
SE18 6HQ**

- 10.6 Additional referral guidance is provided in Appendix?

12 Confidentiality

- 12.1 Safeguarding children raises issues of confidentiality that must be clearly understood by all staff / volunteers in school. All staff/volunteers in school have a responsibility to share relevant information about the protection of children with other professionals.
- 12.2 If a child discloses to a member of staff/volunteer and asks that the information is kept secret, it is important that the member of staff / volunteer tells the child in a manner appropriate to the child's age / stage of development that they cannot promise complete confidentiality – instead he/she must explain that he/she may need to pass information to other professionals to help keep the child or other children safe.
- 12.3 Staff / volunteers who receive information about children and their families in the course of their work shall share that information only within appropriate contexts.

13 Communication with Parents

- 13.1 Parents and carers will be made aware of the school/service policy through published information and in initial meetings with parent and carers of new children. Parents and carers will be informed that in certain circumstances there may be a need to contact other agencies without first notifying them. This decision will be made in partnership between Education Services and Social Care. It will be made clear that this is a legal obligation and not a personal decision.
- 13.2 The Governing Body makes this policy available to parents, carers and children through the school website. A hard copy is also available on request.

14 Record Keeping

- 14.1 The completed forms/records will be kept for the duration of the child's school career and where a child changes school the forms/records will be forwarded to the Link Teacher at the receiving school. The school will retain a receipt for the records signed by the receiving school.
- 14.2 The information contained will be regarded as confidential. Any request for access to the information by non-Greenwich Safeguarding Children Board Agencies (e.g. Solicitor, investigating agent) will be referred to the Head teacher/Child Protection Designated Senior Person who is advised to seek legal advice before acting.
- 14.3 Record keeping at School
- I. Member of staff sees/hears/ concern
 - II. My Concern – concern is logged
 - III. My Concern seen by DSL and action decided: monitor, speak to parents or inform MASH (If it is a concern for MASH a phone call will be made that day)
 - IV. My Concern checked to ensure all necessary actions completed weekly.
 - V. Weekly information sharing of vulnerable children to monitor.
 - VI. Concerns hyperlinked to Domestic Violence alerts and notes from Child Protection and core group meetings
 - VII. All areas of concern covered, eating, health, attendance and cuts and bruises etc
 - VIII. Email feedback given to staff member who had the concern of the action taken

15 Dealing with Allegations against School Staff

- 15.1 An allegation is any information which indicates that a member of staff /volunteer may have:
- Behaved in a way that has, or may have, harmed a child

- Possibly committed a criminal offence against or in relation to a child
- Behaved towards a child or children in a way which indicates s/he would pose a risk of harm if they work regularly or closely with children.

15.2 This applies to any child the member of staff / volunteer has contact with in their personal, professional or community life.

15.3 To reduce the risk of allegations, all staff and volunteers must be aware of safer working practice and must be familiar with the Government document, '*Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings.*'

15.4 The person to whom an allegation is first reported should take the matter seriously and keep an open mind. S/he should not investigate or ask leading questions if seeking clarification; it is important not to make assumptions. Confidentiality must not be promised and the person must be advised that the concern will be shared on a „need to know“ basis only.

15.5 Actions to be taken include making an immediate accurate, written record of the allegation using the informant's words – including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record must be signed, dated and immediately passed to the Head Teacher.

15.6 The recipient of an allegation must not unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.

15.7 The Head Teacher will not investigate the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the Local Authority Designated Officer (**LADO**) for Education. contact details are: 0208 921 4438

Email: Email: Childrens-LADO@royalgreenwich.gov.uk

Tel: 0208 921 4438

15.8 If the allegation meets any of the three criteria set out in section 14.1 then the Head Teacher shall contact the LADO (Education) without delay, and provide the LADO with written confirmation of the allegation.

15.9 The Head Teacher shall, as soon as possible, **following briefing** from the LADO inform the subject of the allegation.

15.10 If there is an allegation or concerns raised against the Head Teacher, then the Chair of Governors will be contacted. The Chair of Governors for this school is:

NAME**CONTACT EMAIL**

Pauline Austin

Pauline@newbridgefoundation.org.uk

In the absence of the Chair of Governors, the Vice Chair will be contacted.
The Vice Chair in this school is:

NAME**CONTACT EMAIL**

Sandra Cullen

Scullen@plumcroft.greenwich.sch.uk

- 15.11 In the event of allegations or concerns against the Head Teacher the Chair of Governors (or the Vice Chair) will contact the LADO, whose contact details are given in 14.7 above.

15 Monitoring & Evaluation

The responsibility for ensuring that the Child Protection Policy and procedures are in place, available to parents and reviewed annually lies with the Governing Body. This policy will be reviewed in line with the timescale and details set out on the front cover.

- 16 **List of Appendices (This is optional – the following are suggestions – other appendices could be included)**

Appendix 1: Types and Indicators of Abuse**Appendix 2: Record Keeping and Referral Guidance****Appendix 3: Body Map****Appendix 4: Keeping Children Safe in Education****Appendix 5: Greenwich Referral Form****Appendix 6: questionnaire for pupils****Appendix 7: LADO flow chart**

APPENDIX 1: Types and Indicators of Abuse

NB. This guidance is provided as a useful reminder of the types and indicators of abuse but should always be considered within the context of a comprehensive training programme and not as a substitute for more in depth consideration

There are four categories of abuse, which may result in a child being placed on the Child Protection Register. They are:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect

Definitions of child abuse

'Child Abuse and neglect' is a generic term encompassing all ill treatment of children including serious physical and sexual assaults as well as cases where the standard of care does not adequately support the child's health or development. Children may be abused or neglected through the infliction of harm or through the failure to act to prevent harm. Abuse can occur in a family, an institutional or community setting. The perpetrator may be known or not known to the child. There are 4 broad categories of abuse which are used for the purposes of registration. These categories overlap and an abused child may suffer more than one type of abuse.

1. Physical Abuse

Physical abuse may take many forms e.g. hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child. It may also be caused when a parent or carer feigns the symptoms or deliberately causes ill health to a child (now described as 'fabricated or induced illness').

2. Emotional Abuse

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

- Conveying to the child that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person
- Imposing developmentally inappropriate expectations
- Causing children to feel frightened or in danger e.g. witnessing domestic violence
- Exploitation or corruption of children. Some level of emotional abuse is involved in most types of ill treatment of children, though emotional abuse may occur alone.

3. Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening and includes penetrative (i.e. vaginal or anal rape or buggery) and non-penetrative acts. It may also include non-contact activities, such as involving children in looking at, or in the production of pornographic materials, watching sexual activities or encouraging children to behave in sexually inappropriate ways.

4. Neglect

Neglect involves 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 and development. This may involve failure to provide adequate food, shelter or clothing; failure to protect from physical harm or danger or failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Female genital mutilation (FGM) Physical and Emotional

Female genital mutilation (FGM) is the **partial or total removal of a girl's external genitals**. Her body is physically damaged when the healthy tissue of her genitals are cut away. There are **no health benefits** to FGM. Complex cultural and social reasons are often given about why it is practiced. FGM has harmful effects on the **health and wellbeing of a woman** throughout her life and **contravenes human, women's and child rights**.

Child Sexual Exploitation (CSE)

Child sexual exploitation (CSE) is a form of sexual abuse that **involves the manipulation and/or coercion** of young people under the age of 18 **into sexual activity** in exchange for things such as money, gifts, accommodation, affection or status. The manipulation or **'grooming'** process involves befriending children, gaining their trust, sometimes over a long period of time, before the abuse begins. The abusive relationship between victim and perpetrator involves an imbalance of power which limits the victim's options. It is a form of abuse which is often misunderstood by victims and outsiders as consensual. Although it is true that the victim can be tricked into believing they are in a loving relationship, no child under the age of 18 can ever consent to being abused or exploited.

PEER-ON-PEER Abuse

Definition: Peer-on-peer abuse is where a child or young person abuses another child or young person.

Intervention and protection:

- Staff all know who the safeguarding officer is
- Staff are all trained to report any concern to the school safeguarding officer
- Staff have annual safeguarding training
- Staff all have the opportunity to hold meetings with the Safeguarding officer to raise any concerns or questions about a child
- Staff are trained to recognise risks to young people
- Staff are trained to recognise incidents
- At Plumcroft we ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person's health or well-being

Prevention:

- We have a whole school approach to building resilience and respect which is taught through assemblies, PHSE, circle time, curriculum lessons and pastoral care.
- We have a developmental and age-appropriate SRE curriculum from Foundation stage to Year 6 and teachers who are confident to deliver this curriculum.
- We develop open partnerships based on trust with the parents, where they can monitor the SRE that their child is receiving.

HONOUR-BASED Violence

This is a violent crime or incident which may have been committed to protect or defend the honour of the family or the community. Woman and girls are the most common victims of honour-based violence, however it can affect men and boys.

Private fostering

Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a **private arrangement made between a parent and a carer**, for 28 days or more. Close relatives are defined as stepparents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity). To help keep children safe and support families, all parents and private

foster carers must **notify the Local Authority** of care arrangements for children so they can ensure a child is well cared for. If you suspect a child may be being privately fostered without formal arrangement it is important you share this information in case a child is at risk of harm.

Extremist ideology, radicalisation and terrorism

Children and young people can suffer harm when exposed to an extremist ideology which may be social, political or religious in presentation. This harm can range from a child adopting or complying with extreme views which limits their social interaction and full engagement with their education, to children being groomed for involvement in violent actions.

Children can be exposed to harmful, extremist ideology through the impact of extreme beliefs held by relatives/family friends who live with the child, or relatives/family friends who live outside the family home but have influence over the child's life. Older children or young people might self-radicalise over the internet or through the influence of their peer network - in this instance their parents might not know about this or feel powerless to stop their child's radicalisation.

Indicators of Neglect

Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused.

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Destructive tendencies
- Low self esteem
- Neurotic behaviour
- No social relationships
- Running away
- Compulsive stealing or scavenging

Indicators of Sexual Abuse

Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused:

- Sudden changes in behaviour or in school performance
- Displays of affection in a sexual way, inappropriate to age
- Tendency to cling or need reassurance
- Regression to younger behaviour e.g. thumb sucking, acting like a baby, playing with discarded toys
- Complaints of genital itching or pain, or anal pain

- Distrust of a familiar adult, or anxiety about being left with a relative, babysitter or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Apparent secrecy
- Bedwetting, daytime wetting and/or soiling
- Sleep disturbances, nightmares
- Chronic illness, e.g. throat infection, venereal disease or other STD *
- Anorexia, bulimia
- Unexplained pregnancy
- Fear of undressing, eg. for sport
- Phobias or panic attacks

Indicators of Emotional Abuse

Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused:

- Physical and/or mental and/or emotional development lags
- Admission of punishment that appears excessive
- Over-reaction to mistakes
- Continual self-deprecation
- Sudden speech disorders
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour eg. thumb sucking, hair twisting, rocking
- Self-mutilation
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Running away
- Compulsive stealing or scavenging

Indicators of Physical Abuse

Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused:

- Unexplained injuries including burns, particularly if they are recurrent
- Improbably excuses given to explain injuries
- Refusal to discuss injuries
- Untreated injuries
- Admission of punishment which seems excessive
- Bald patches
- Withdrawal from physical contact
- Arms and legs covered, even in hot weather

- Fear of returning home
- Fear of medical help
- Self-destructive tendencies
- Aggression towards others
- Running away

Female genital mutilation (FGM)

- Holiday requests made to school for significant lengths of time (Pre warning)
- Long periods of time away from the classroom during the day with bladder or menstrual problems
 - Avoidance of P.E.
 - Difficulty walking, sitting or standing
 - Prolonged absences from school
 - Noticeable behaviour changes
 - Withdrawal
 - Depression
- Recurrent Urinary Tract Infections (UTI) or complaints of abdominal pain

Child Sexual Exploitation (CSE)

- Inappropriate sexual or sexualised behaviour
- Repeat sexually transmitted infections
- Having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- Going to hotels or other unusual locations to meet friends
- Getting in/out of different cars driven by unknown adults
- Going missing from home or care
- Having older boyfriends or girlfriends
- Associating with other young people involved in sexual exploitation
- Truancy, exclusion, disengagement with school, opting out of education altogether
- Unexplained changes in behaviour or personality (aggressive, sexual)
- Drug or alcohol misuse
- Getting involved in crime
- Injuries from physical assault, physical restraint, sexual assault

REASONS WHY SOME PEOPLE MAY NOT REPORT ABUSE

- The child asks you to keep silent – keep a secret
- Fear of breaking up the family
- Fear of exposing the child to further abuse
- Fear of breaking a trusting relationship with child/family
- Painful memories of your own abusive experiences
- Fear of reprisals to yourself/your children/family
- Fear of presenting evidence in court
- Afraid of misinterpreting or overreacting to the situation
- Assuming another agency is dealing with the problem
- The 'rule of optimism' – everything will work out OK

- Assuming one parent/carer will protect
- Believing the child is fantasising/lying
- Being persuaded by the child's retraction
- Allowing a temporary improvement in the child's situation to distract you from the reality of continuing abuse
- Being unable to comprehend the unbelievable nature of the disclosure
- Not understanding procedures

WHY CHILDREN CAN'T TELL ABOUT ABUSE

- Threats from abuse – withdrawal of 'favours' or physical threats – may be implicit derived from abuse of power
- Threats from peers also involved in abuse
- May think s/he is to blame and fear arrest
- Fear the loss of the child's world – family, school etc.
- May be emotionally dependent on abuser
- May have compartmentalised abuse
- Thinks won't be believed
- Low sense of self-esteem makes disclosure difficult
- May not realise sexual abuse is a crime – thinks it's normal
- May not wish to betray abuser
- May fear exposure and particularly public exposure
- May be ambivalent about sexual identity or feel guilt about taking part in abuse
- Lack of faith in justice system particularly for children with disabilities and from ethnic minorities
- Hasn't got adult permission to tell
- Lack of appropriate language skills

NOTE: children with SEND are more likely to be abused or neglected and may have difficulty understanding and expressing situations. As a school we identify more vulnerable children and actively monitor them in order to keep them safe.

WHY REFER?

- Children have the right to be safe
- Adults have a responsibility to protect children
- Abuse is damaging
- Child abuse exists in a world of secrecy and silence – the cycle of abuse has to be broken
- You only have one small piece of a jigsaw
- Children rarely lie about abuse
- An abuser may well have many other children who also have a right to protection

MAKING A DECISION Child

- What are the risks to the child?
- Have I checked out these risks with others working with the child?
- Are the risks worth taking now?
- What will be the gain to the child of doing nothing?
- What will be the loss to the child of doing nothing?
- Have I considered how the losses and gains might alter the time it takes for the interventions to work?
- Will other children be affected?

Personal Context

- Do I have the necessary information?
- Might I be missing something in the current hypothesis of the case?
- Do any of my observations/assessments or those of others not fit into the hypotheses?
- Do I have a strong feeling for or against the carer or the child?
- Does my hypothesis match my intuition?
- Am I qualified to make this decision?

The Action

- What action should be taken?
- Who will take the action?
- Are there any other resources to be used?
- When will I review actions and re-evaluate risk?
- How will I recognise success?
- How will I recognise failure?
- Are relevant professionals aware of and in agreement with the actions?
- Is the carer aware of and in agreement with the action

APPENDIX 2: Record Keeping and Referral Guidance

It is essential that school keeps clear records based on observation and evidence, which separate fact, allegation, hearsay, opinion or unsubstantiated evidence and which clearly indicate decisions and actions taken.

Child protection information will be kept in separate files by the designated teacher and will only be discussed with staff on a need to know basis. Staff need to know when a child is at risk and what plan has been decided by case conference, but may not need to know all the confidential details.

All records, notes and observations made by class staff as part of ongoing monitoring of children on the child protection register or causing concern, must be completed on the yellow concern form and immediately handed to a DCPO. All child protection conference minutes must be stored in the confidential files kept by the designated teacher.

Initial Concerns

Initial concerns, incidents or disclosure by a child must be reported to the designated teacher using the school's purple concern form. A copy of the form is attached, together with outline drawings of bodies which should be used to record injuries/marks/bruises. Copies of these forms are available in the Office or from the HT.

Please ensure that the following information is recorded:

- time, date, place and people who were present
- exact details of what was said the by the child and/or others (no interpretation or opinion)
- the child's emotional or physical condition
- details of the behaviour(s) causing concern and the context in which it occurred

Details of injuries, marks or bruises - the position of these must be marked on the appropriate body drawing and suitably annotated to provide further detail (number, length of marks, description of marks, colour of marks/bruises etc.)

other details which you feel are relevant - including information about previous incidents which may not have been reported but now seem relevant

Ongoing Concerns/Monitoring

- Staff in regular contact with a child may be required to keep a running record noting
- information about particular aspects of a child's behaviour, physical and/or emotional
- condition or remarks they may make - either because concerns are ongoing or as part of a
- child protection plan. These need to be written on yellow incident sheets and handed to the
- DCPO. Any records passed to the CP Officer electronically must be password protected.

Concerns forms must be handed to the DCPO on paper and not sent electronically.

Referrals

The designated teacher must keep detailed, contemporaneous notes of:

- □□ discussions with staff
- □□ discussions with the child
- □□ discussion with parents
- □□ information provided to social services
- □□ decisions taken (with times, dates and signed)

The designated teacher will confirm verbal and telephone referrals to social services in writing within 48 hours of the referral.

Reports for Child Protection Conferences/Core Group Meetings

Reports for child protection conferences or core group meetings must be written on the agreed pro-forma (copy attached). They should focus on the child's educational progress and achievements, attendance, behaviour, participation, relationships with other children and staff and, where appropriate, their appearance and concerns.

They should provide clear factual information. Staff should be aware that these reports will be made available to parents at the child protection conference.

Plumcroft Primary School Concern Form

Please complete this form if you have any concerns about a pupil.
(Pastoral, Medical or Safeguarding)

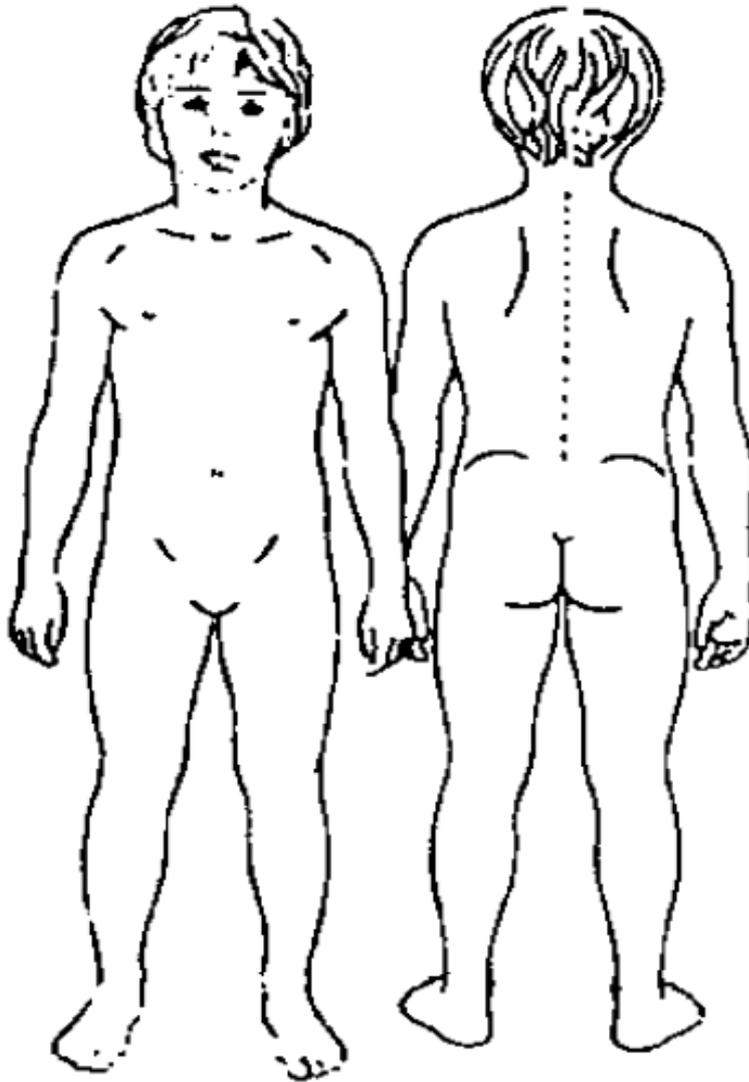
Pupil Name			
Day and Date		DoB	
Member(s) of staff noting concern			

Concern (Please describe as fully as possible)

Actions Taken		
Date	Person taking action	Action

Please pass this form to the Designated Safeguarding Lead when completed

APPENDIX 3: Body Map



Child's Name: Date:

APPENDIX 4: Keeping Children Safe in Education (Summary Document)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/354151/Keeping_children_safe_in_education_Information_for_staff.pdf

APPENDIX 5: Greenwich Referral Form

<https://ex2007.lgflmail.org/owa/attachment.ashx?attach=1&id=RgAAAAC5a7FkUJcEQ633cA9DCWuCBwB5gkjjg6CAS7BO%2fzT2ieZ1ARIUJX2iAAA7A7bIVY4bToRI%2f5Zid90xANhM%2fMCfAAAJ&attid0=EABtHS0kvk62RKQsiqePYuMq&attcnt=1>

Associated Policies

Anti-bullying policy

Child Protection

Medical Needs

E-safety policy

Acceptable use agreements

Behaviour policy

Asthma

Whistleblowing

Safer Recruitment in schools

Drugs in school

Staff Code of Conduct - see Safer Working Practice Document

CSE

Photography policy

Female Genital Mutilation (FGM)

Forced Marriage

Appendix 6: Questionnaire for pupils

Name : (optional)

Age:

At Plumcroft we try to make sure that all children feel happy and safe so that they can be successful at our school. We would like your views so that we can make any improvements to the way you feel at school.

Please answer as honestly as you can.

- Do you feel safe in school?

- What makes you feel safe in school?

- Do you know who to go to if you are worried about your own safety or the safety of others?

- Can you name that person or any other person that you feel you could turn to?

- Are you aware of basic safeguarding procedures in school? (what do you think would happen if you spoke to a member of staff and said that you felt unsafe?)

- Do you know how to keep yourself safe, both at school and in the local community? Please give us examples.

- What do you think is meant by 'e-safety'?

- What would be your safety concerns when you are using the internet?

APPENDIX 7 LADO flow chart



Allegation or concerns involving a member working with a child or vulnerable adult.

Local Authority Designated Officer (LADO) to be informed of allegation to consider whether:

- A child has or may have been harmed
- There is a possible criminal offence
- Allegation indicates individual may be unsuitable to work with children/vulnerable adults

Consultation between LADO and designated senior manager from setting

Allegation does not meet LADO threshold for an investigation

Allegation is a possible disciplinary matter

If a child is suffering or at risk of suffering significant harm a referral must be made to Children's Social Care

LADO Threshold not met, but consider

- Referral to LA children's social care as a 'child in need'
- Referral to police if allegation deliberately invented
- Internal management response by employing agency

LADO threshold met

- LADO will co-ordinate a strategy meeting with all relevant professionals including the Police
- LADO to consider need to inform others of all body, complaints officer, DCS

LADO strategy meeting

- Share information
- Decide action
- Consider suspension

S.47 Social care and/or police Investigation

NFA

No social care investigation initiated – feedback

After completion of S.47 Enquiry/police investigation

Outcomes:

- No further action
- Final LADO strategy meeting
- Professional action
- Disciplinary procedure