

Dropmore Infant School
Littleworth Road, Dropmore, Burnham
Buckinghamshire SL1 8PF
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Headteacher: Mrs Gitta Streete

Chair of Governors: Mr Tim Wicks/

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1. Contacts:

1.1 School Contacts

Headteacher	Mrs Gitta Streete 01753 644403 headteacher@dropmore.bucks.sch.uk
Designated Safeguarding Lead (DSL)	Mrs Gitta Streete 01753 644403 headteacher@dropmore.bucks.sch.uk
Deputy Designated Safeguarding Lead (DDSL)	Miss Alison Tolmie 01753 644403 alison.tolmie@dropmore.bucks.sch.uk
Nominated Safeguarding Governor	Mr Tim Wicks t.wicks@dropmore.bucks.sch.uk
Chair of Governors	Mr Tim Wicks t.wicks@dropmore.bucks.sch.uk

1.2 Contacts in County

Education Safeguarding Advisory Service ESAS offers support to education providers to assist them to deliver effectively on all aspects of their safeguarding responsibilities.	01296 387981 secure-esasduty@buckinghamshire.gov.uk
First Response Team (including Early Help, Channel) The First Response Team process all new referrals to social care, including children with disabilities. Referrals are assessed by the team to check the seriousness and urgency of the concerns and whether Section 17 and/or Section 47 of the Children Act 1989 apply. The First Response Team will ensure that the referral reaches the appropriate team for assistance in a quick and efficient manner.	01296 383962 Out of hours 0800 999 7677 secure-cypfirstresponse@buckinghamshire.gov.uk
Local Authority Designated Officer (LADO) The Buckinghamshire Local Authority Designated Officer (LADO) is responsible for overseeing the management of all allegations against people in a position of trust who work with children in Buckinghamshire on either a paid or voluntary basis.	01296 382070 secure-LADO@buckinghamshire.gov.uk
Buckinghamshire Family Information Service Information for families on a range of issues including childcare, finances, parenting and education.	01296 383293
Buckinghamshire Safeguarding Children Partnership (BSCP) Procedures, policies and practice guidelines	01296 383485 secure-bscp@buckinghamshire.gov.uk
Schools Web School bulletin, Safeguarding links, A-Z guide to information and services	
BCC Prevent Education Officer Alison Watts	07793 658693
BCC Equalities & School Improvement Manager	01296 382461
Thames Valley Police	101 (999 in emergency)

1.3 Other Contacts

NSPCC NSPCC	0800 800 5000 help@nspcc.org.uk
Childline Childline	0800 11 11
Kidscape – Parent Advice Line (bullying) (Every Monday and Tuesday 9am-12pm) Kidscape	parentsupport@kidscape.org.uk
Female Genital Mutilation Helpline (NSPCC) NSPCC FGM Helpline	0800 800 5000 help@nspcc.org.uk
Samaritans - Helpline Samaritans	116 123 jo@samaritans.org
Forced Marriages Unit - Foreign and Commonwealth Office Forced marriage - GOV.UK	020 7008 0151 fmu@fco.gov.uk
Crimestoppers Crimestoppers	0800 555 111
R-U Safe? Barnardo's Bucks Exploitation Service Barnardos RUSafe Bucks	01494 785 552

1.4 Linked policies

This policy should be read in conjunction with the following policies:

- Policy 002 Behaviour Policy
- Policy 008 Whistleblowing Policy
- Policy 015 SEND Policy
- Policy 016 Sex and Relationship Education Policy
- Policy 021 Religious Education Policy
- Policy 022 Health & Safety Policy
- Policy 023 PSHE Policy
- Policy 029 School Security Policy
- Policy 030 Staff Code of Conduct Policy
- Policy 032 Attendance Policy
- Policy 042 E-Safety Policy
- Policy 052 Anti-Bullying Policy
- Policy 056 Equalities and Cohesion
- Policy 057 Intimate Care Policy
- Policy 058 Managing Medicines Policy

2. Introduction:

2.1 Safeguarding is defined as

- protecting children from maltreatment,
 - preventing impairment of children's mental and physical 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 children to have the best outcomes.
- (Working Together to Safeguard Children, DfE 2018, pg 6).

2.2 At Dropmore Infant School we believe that a policy on child protection is founded on the right of all children people to be safe and feel safe, and that it is the fundamental obligation on all schools to robustly secure this right.

The aim of this policy is to provide staff, governors and volunteers with the framework they need to keep children in Dropmore Infant School safe and secure and to provide parents and carers with the information about how we will safeguard their children whilst in our care.

This policy has been developed in accordance with the principles established by the **Children Acts 1989 and 2004**; the **Education Act 2002 section 175**, the **Children and Social Work Act 2017** and the **Sexual Offence Act 2003** and in line with the following:

- "Working Together to Safeguard Children 2018" - July 2018
[Working Together To Safeguard Children July 2018](#)
- "Keeping Children Safe in Education"- statutory guidance for schools and further education colleges - Sept 2020 [Keeping Children Safe in Education September 2020](#)
- Information Sharing Guidance for Safeguarding Practitioners – DfE July 2018
[Information Sharing Guidance](#)
- Children Missing Education; Statutory Guidance for Local Authorities - Sept 2016
[Children missing education - GOV.UK](#)
- Statutory Guidance issued under section 29 of the Counter-Terrorism and Security Act - 2015
[Prevent Duty Guidance](#)
- [Female Genital Mutilation Act 2003](#)
- [Multi-agency Statutory Guidance on Female Genital Mutilation - July 2020](#)
- [Anti-Social Behaviour, Crime and Policing Act 2014](#)
- [Serious Violence Strategy 2018](#)
- Sexual Violence and Sexual Harassment between Children in Schools and Colleges – May 2018
[Sexual Violence and Sexual Harassment between Children in Schools and Colleges](#)
- The Equality Act - 2010 [Equality Act 2010: guidance - GOV.UK](#)
 - The United Nations Convention on the Rights of the Child (UNCRC)
[United Nations Convention on the Rights of the Child](#)
 - What to do if you're worried a child is being abused - March 2015
[What to do if you are worried a child is being abused](#)
 - Policies and Procedures of the Buckinghamshire Safeguarding Children Partnership
[BSCP](#)

- 2.3 We believe clear governance and leadership is central to imbedding a safeguarding culture. The Governing Body takes its responsibility seriously under **section 175 of the Education Act 2002** to safeguard¹ and promote the welfare of children; working together with other agencies to ensure adequate arrangements are in place within our school to identify, assess, and support those children who are suffering harm or whose welfare may be in question. Governors will ensure all staff at the school have read and understood their responsibilities pertaining to **Part 1, Part 5 and Annex A of Keeping Children Safe in Education September 2020**. They must ensure that there is an auditable system in place to evidence this.
- 2.4 All staff are required to read and adhere to the Staff Code of Conduct which governs behaviours expected of them, as well as having an understanding of the Behaviour Policy for children and our Attendance Policy.
- 2.5 We recognise that all staff² and Governors have a full and active part to play in protecting our pupils from harm and actively promoting their welfare and ensuring that every child's welfare is our paramount concern. Each member of staff is responsible for contributing to a positive culture of safeguarding in Dropmore Infant School.

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

- 2.6 All staff believe our school should provide a safe, caring, positive and stimulating environment that promotes the social, physical and moral development of the individual children.
- 2.7 The school recognises that as well as threats to the welfare of children from within their families, children may be vulnerable to abuse or exploitation outside their homes and from other children. Staff must remain vigilant and alert to these potential risks.
- 2.8 The aims of this policy are:
- To support pupil's development in ways that will foster security, confidence and resilience, free from discrimination.
 - To provide an environment in which children and young people feel safe, secure, valued and respected.
 - To provide an environment in which our pupils feel confident that they know how to approach adults if they are in difficulties.
 - To ensure all teaching and non-teaching staff and volunteers
 - are aware of the need to safeguard and promote the wellbeing of children
 - identify the need for support early, to promote well-being
 - promptly reporting cases of actual or suspected abuse, in line with guidance from the Buckinghamshire Threshold Document
 - are trained to recognise signs and indicators of potential abuse.
 - To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure contribution to assessments of need and support plans for those children.
 - To acknowledge the need for effective and appropriate communication, ensuring staff know how and when to share information to protect children in a way that is legal, ethical and timely.
 - To ensure our school has a clear system for communicating concerns and a model for open communication between children, teachers, parents/carers and other adults working with children.
 - To have a clearly understood structured procedure within the school which will, in cases of suspected abuse, be promptly followed by all members of the school community.
 - To ensure the school has a robust system in place to accurately record safeguarding and child protection concerns, which are clearly understood by staff and adhered to. Actions taken to address concerns and outcomes achieved are dealt with in a timely manner, clearly and accurately recorded. These records are securely stored.
 - To develop effective working relationships with all other agencies, involved in safeguarding, supporting the needs of children at our school.
 - To ensure that all staff appointed have been through the safer recruitment process and understand the principles of safer working practices as set out in our **Staff Code of Conduct**, which stipulates their duty to challenge and report where behaviours of colleagues may have stepped outside agreed safe practices. All staff must work to develop a positive culture of safeguarding in our school.
 - To provide clarity to other community users of our facilities with regard to our expectations of how they should maintain a safe environment which supports children's welfare and development. We reserve the right to decline access to use the school facilities where we believe their ethos or practice is not aligned with this policy.
 - This policy is available on our website under 'About Us' → 'Safeguarding Statement' and a hard copy is kept in the staffroom. Further hard copies are available from the school office.

3. Responsibilities:

- 3.1 All staff (including supply staff), visitors and volunteers understand that safeguarding children is **everyone's responsibility** and that they must be diligent to help secure children's safety and wellbeing. Any person who receives a disclosure of abuse, an allegation or suspects that abuse may have occurred will report it immediately to **Gitta Streete (Designated Safeguarding Lead)** or, in their absence, to **Alison Tolmie (Deputy DSL)** using the systems and processes our school has designed for this purpose. In the absence of either of the above, the concerns should be brought to the attention of the most senior member of staff on site. Staff understand that if there is an immediate risk of harm then the police or First Response will be called directly and the DSL will be updated at the earliest opportunity. (see also 'the referral procedure' in sections 4 and 7, and 'allegations against staff' in section 9)
- 3.2 Staff must maintain a good working knowledge of the [Buckinghamshire Threshold Document](#) and any updates, how it can be used to safeguard and promote the wellbeing of pupils and how it should be used to inform decision making regarding a referral to First Response as soon as there is a significant concern.
- 3.3 Staff understand that the most common reason for children becoming looked after is as a result of abuse and/or neglect and that previously looked after children remain vulnerable. Staff have the skills, knowledge and understanding to keep both looked after children and previously looked after children safe.
- 3.4 Staff understand that increased vulnerability and additional barriers exist when recognising abuse and neglect for children with Special Educational Needs or Disabilities, such as assumptions that indicators of possible abuse relate to the child's SEND, communication barriers or reluctance to challenge parents/carers, SEND children's understanding of abuse and isolation.
- 3.5 Staff should be alert to the potential greater risk of harm for children who:
- Need a social worker (Child in Need and Child Protection Plans)
 - Are Looked After Children and previously looked after children
 - Are care leavers
 - Require mental health support (see 3.6)
 - Are disabled or have specific additional needs
 - Have special educational needs (with or without an EHCP)
 - Are young carers
 - Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups
 - Are frequently missing / go missing from care or home
 - Are misusing alcohol or drugs themselves
 - Are at risk of modern slavery, trafficking or exploitation
 - Are in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic violence.
 - Have returned home to their family from care
 - Are showing early signs of abuse and/or neglect
 - Are at risk of being radicalised or exploited
 - Are a privately fostered child
- 3.6 Staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. It is key that staff are aware how these children's experiences can impact on their mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken.

- 3.7 **The Governing Body** understands and fulfils its safeguarding responsibilities. It must:
- Ensure that the Headteacher and (when not the Headteacher) the DSL create and maintain a strong, positive culture of safeguarding within the school.
 - Ensure this policy reflects the unique features of the community it serves and the needs of the pupils attending our provision (see section 4). This will be reviewed at least annually in line with changes to guidance and legislation.
 - Regularly monitor and evaluate the effectiveness of the Child Protection Policy and be satisfied that it is being complied with.
 - Appoint a Designated Safeguarding Lead (DSL) who is a member of the Senior Leadership Team (SLT) and has the required level of authority, and also appoint at least one Deputy DSL. The Headteacher has overall responsibility for safeguarding within the school; they can be DSL or can delegate this to a member of the SLT. The roles and responsibilities of the DSL and DDSL are made explicit in those post-holder's job descriptions.
 - Recognise the importance of the role of the DSL, ensuring they have sufficient time, training, skills and resources to be effective. Refresher training must be attended every 2 years, in addition knowledge and skills must be refreshed at regular intervals, at least annually.
 - Ensure measures are in place for the governing body to have oversight of how the school's delivery against its safeguarding responsibilities are exercised and evidenced. Ensure robust structures are in place to challenge the Headteacher where there are any identified gaps in practice or where procedures are not followed.
 - Recognise the vital contribution that the school can make in helping children to keep safe, through incorporation of safeguarding within the curriculum. This will also be taught through the PSHE curriculum and relevant issues through the Relationship Education and Health Education, taking a phased approach when introducing these subjects from September 2020. Ensure that through curriculum content and delivery children in the school understand, at age and stage appropriate levels, safeguarding and how to keep themselves safe in a contextually appropriate way.
 - Ensure safe and effective recruitment and disciplinary procedures are in place, which adhere to **Keeping Children Safe in Education (KCSiE) (Sept 2020)** and legislation referred to therein.
 - Ensure resources are allocated, as a priority, to meet the needs of pupils requiring child protection or early intervention.
 - Ensure the DSL completes an Annual Safeguarding Report for Governors, demonstrating how the school is meeting its statutory responsibilities for safeguarding and promoting the welfare of children. Ensure a copy of this report is shared with the Education Safeguarding Advisory Service (ESAS) within the specified timeframe.
- 3.8 It is the duty of the **Chair of Governors (Tim Wicks)** to liaise with relevant agencies if any allegations are made against the Headteacher. If there are concerns that issues are not being progressed in an expedient manner, staff/pupil/parents/carers should escalate concerns directly to the Local Authority Designated Officer (LADO) via First Response.
- 3.9 Governing bodies should ensure relevant staff have due regard to the relevant data protection principles which allows them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR. The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purpose of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.
- 3.10 The Governing Body must ensure that a named teacher is designated for Children Looked After and that an up to date list of children who are subject to a Care Order or are accommodated by the County Council is regularly reviewed and updated. The school must work with the Virtual Schools Team to support the educational attainment for those children who are Looked After.

- 3.11 The Governing Body has a statutory duty to appoint a Nominated Governor for Child Protection. **The nominated governor (Tim Wicks)** must be familiar with Buckinghamshire Safeguarding Children Partnership (BSCP) procedures, Local Authority procedures and guidance issued by the Department for Education. The Nominated Governor must:
- Work with the DSL to produce the Child Protection Policy, at least annually.
 - Undertake appropriate safeguarding training, to include Prevent training.
 - Ensure that child protection is, as a minimum, an annual agenda item for the Governing Body.
 - Meet at least termly with the DSL to review and monitor school's delivery on its safeguarding responsibilities and to review the Single Central Record.
- 3.12 All governors must complete safeguarding training on appointment, including Prevent training.
- 3.13 Since September 2019, Ofsted Inspectors will always report on whether or not arrangements for safeguarding children and learners are effective. Ofsted publishes specific guidance to inspectors on inspecting safeguarding: [Inspecting safeguarding in early years, education and skills settings](#).
- 3.14 Overall responsibility for the safeguarding of pupils remains with the Headteacher, although tasks may be delegated to other members of the team. We have a **Designated Safeguarding Lead (DSL – Gitta Streete)** who is responsible for:
- Creating a culture of safeguarding within the school, where children are protected from harm. Ensuring all staff receive an appropriate level of induction and training to support them to be professionally curious and vigilant in order to question behaviours and challenge preceptions if they have concerns for a pupil.
 - Ensuring children receive the right help at the right time using the Buckinghamshire Threshold Document to inform plans for support or protection. (See Appendix for definitions of the categories of abuse).
 - Ensuring referrals to partner agencies are followed up in writing, within 24 hrs of initial contact, including referrals to First Response.
 - Establishing and embedding a policy and process for recording and storing information about child protection concerns and outcomes achieved, enabling records to be reviewed and an overview gained, in order to support timely interventions and allow prompt follow up. This includes use of the Escalation Process found on the BSCP website.
 - Ensuring safeguarding records, legislation and guidance are up to date and are maintained in accordance with data protection. Ensuring records are stored safely and securely and remain confidential. That:
 - the DSL must share information, both internally and externally, on a 'need to know' basis only, being able to justify the reason for sharing and in accordance with the confidentiality policy.
 - all child protection files are held separately from pupil educational records.
 - Maintaining the record of staff safeguarding training. Ensuring that the school's most up to date **Child Protection Policy** is widely available (including on the website), publishing the **Safeguarding Statement** and other relevant information on the school website. Ensuring that the safeguarding team contact details and photos are displayed in prominent areas around the school and also on the website.
 - Being the designated point of contact for staff to be able to discuss and share their concerns, developing a culture whereby staff feel comfortable to do so. In their absence the DSL will ensure the Deputy DSL, or most senior member of staff, is available (At Dropmore Infant School the DSL and the Deputy are both trained to the same level).
 - Being available to staff and outside agencies during school hours and term time for consultation on safeguarding concerns raised. Having responsibility to ensure that cover is arranged outside of term-time during working hours.
 - During residential and extended hours, ensuring arrangements are in place for staff to have a point of contact.

- Contributing effectively to multiagency working, for the safeguarding and promotion of the welfare of children, this could include:
 - participating in Strategy discussions;
 - attending Child Protection Case Conferences;
 - submitting reports to the conference, which must be shared in advance with the parents/carers;
 - contributing effectively and taking shared responsibility for core group meetings with all other agencies involved;
 - engaging fully, as requested, in any other multi-agency planning meetings;
 - contributing to the Framework for Assessments process;
 - ensuring coverage is available at all times during the year
- Providing the Headteacher (if the Headteacher is not the DSL), with an annual report for the Governing Body, detailing how school delivers on its safeguarding responsibilities and any child protection issues within the school. The Governing Body will use this report to fulfil its responsibility to provide the Local Authority with information about their Safeguarding policies and procedures.
- Meeting regularly (at least once a term) with the Nominated Governor to share oversight of safeguarding provision within the school, monitor performance and develop plans to rectify any gaps in policy or procedure
- Meeting the statutory requirement to keep up to date with knowledge, enabling them to fulfil their role, including attending mandatory and any other additional relevant training.
- Referring immediately to the Police any cases where a criminal offence may have been committed or risk of harm is imminent.
- Using [NSPCC-When to call the Police](#) to help understand when they should consider calling the police and what to expect when they do.
- Help promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing or have experienced, with relevant staff.

4. Procedures:

Our school procedures for all staff (including supply staff) volunteers and visitors in safeguarding and protecting children from harm are in line with Buckinghamshire Council and [Buckinghamshire Safeguarding Children Partnership](#) safeguarding procedures, **"Working Together to Safeguard Children 2018"**, **"Keeping Children Safe in Education" 2020** and statutory guidance issued under section 29 of the **Counter-Terrorism and Security Act 2015**.

We will ensure:

- 4.1 We have a Designated Member of the Senior Leadership Team who has undertaken appropriate training for the role, as recommended by BSCP. Our Designated Safeguarding Lead (DSL) will be required to update their training annually in accordance with the Learning Pathway agreed by the BSCP.
- 4.2 We have a member of staff (*Deputy Designated Safeguarding Lead*) who will act in the DSL's absence who has also received training for the role of DSL. In the absence of an appropriately trained member of staff, the most senior member of staff on site will assume this role.
- 4.3 All adults (including supply teachers and volunteers) new to our school are made aware of the school's policy and procedures for child protection, the name and contact details of the DSL, their role and responsibilities under **Keeping Children Safe in Education 2020** and the booklet **"What to do if You're Worried a Child is Being Abused"**. They will have these explained as part of their induction into the school.

4.4 Visitors must be:

- Clearly identified with visitor/contractor lanyards.
- Met and directed by school staff/representatives.
- Signed in and out of the school by school staff.
- Directed to a poster informing them how to report a concern.
- Given restricted access to only specific areas of the school, as appropriate.
- Escorted by a member of staff/representative as required.
- Given access to pupils restricted to the purpose of their visit.

4.5 All members of staff must complete regular safeguarding training, attend regular refresher training and partake in any training opportunities arranged or delivered by the DSL. Updates must be cascaded to all staff throughout the year, at a minimum of once a year.

4.6 All parents/carers must be aware of the school's responsibilities in regard to child protection procedures through this Policy which is available on our website. Hard copies are also available from the school office.

4.7 All staff must follow these **reporting procedures** when reporting any child protection concerns:

- Staff must ensure the child is in a safe place and in receipt of support;
- Staff must initially make a verbal report to the DSL to alert them to the safeguarding/child protection concern;
- Staff must make a written report using the school record keeping process;
- All concern forms are located in the staffroom by the safeguarding display and on the network. Completed forms should be handed to the DSL in person who will file them in a secure place.
- Staff must ensure the time and date of the incident is recorded;
- A factual account of the incident must be recorded, including who was involved, what was said/seen/heard, where the incident took place and any actual words or phrases used by the child;
- Use a body map to record any injuries seen or reported by the child;
- Staff must sign and date the report giving details of their role within school;
- The DSL must record when the report was passed to them and what action was taken alongside any outcomes achieved.

4.8 Through our **Attendance Policy**, we have a robust system for monitoring attendance in place. We will act to address absenteeism with parents/carers and pupils promptly and identify any safeguarding issues arising. Registers are taken at 9 am every morning and entered directly into SIMS. Admin staff will check the registers at 9:30am for any missing entries and will contact the families of those children absent for whom we have not received any notification. We use the Comments Section in SIMS to add details regarding the reason for lateness or absence.

4.9 All children attending our school are required to have a minimum of two identified emergency contacts.

4.10 Any pupil absent for ten school days, where it has not been possible to make contact with a parent/carer, will be reported as a Child Missing in Education using the **Buckinghamshire CME Protocol**.

4.11 Any absence, without satisfactory explanation, of a pupil currently subject to a child protection plan or Child in Need plan is immediately referred to their social worker.

- 4.12 Parents must inform school if there are any changes to a pupil's living arrangement. School has a mandatory duty to inform the local authority via the First Response Team, if a child under the age of 16 years old lives with someone other than their parent, step-parent, aunt, uncle or grandparent for a period of more than 28 days. This is defined as being a Private Fostering Arrangement.
- 4.13 All staff, parents/carers and children are aware of the school's escalation process (See flowchart, Appendix) which can be activated in the event of concerns not being resolved after the first point of contact. We acknowledge an individual's safeguarding responsibility does not end once they have informed the DSL of any concerns, although specific details of further actions may be appropriately withheld by the DSL as information will only be shared on a need to know basis.
- 4.14 Our lettings policy reflects the on-going responsibility the school has for safeguarding those using the site outside of normal school hours, ensuring the suitability of adults working with children on school sites at any time. School must have sight of the up to date Child Protection Policy of any organisation hiring the school's facilities.
- 4.15 The school operates **Safer Recruitment** practices, including ascertaining the suitability of volunteers and employed staff, both employed directly or via an agency, who are working in regulated activities.
- 4.16 Allegations against members of staff, including volunteers and other adults, are referred to the Local Authority Designated Officer (LADO).
- 4.17 Our procedures are reviewed and updated annually as a minimum, or as there are changes to legislation.

5. Retention of Records:

- 5.1 When a disclosure of abuse, or an allegation against a member of staff or volunteer, has been made, our school must have a record of this. These records will be maintained in a way that is confidential and secure, in accordance with our GDPR Data Protection Policy and Data Protection Legislation.
- 5.2 There is a statutory requirement for our school to pass any child protection records to the pupil's next school. We are required to have an auditable system in place to evidence we have done so. Any transfer of records will be carried out using a secure method and will be sent separately to the pupil's general file.
- 5.3 The last statutory school maintains child protection files until a pupil reaches the age of 25 years, therefore if the transfer school is unknown, or a pupil is going to be electively home educated, any child protection files will remain at our school in a secure location. Child protection files will only be destroyed when the pupil reaches their 25th birthday.
- 5.4 We have a robust system for reviewing our archived information held. Our files are stored and disposed of in line with GDPR protocols.

6. Confidentiality:

- 6.1 We recognise that all matters relating to child protection are confidential.
- 6.2 The Headteacher or Designated Safeguarding Lead must only disclose personal information about a pupil to other members of staff on a need to know basis.

- 6.3 Staff must not keep duplicate or personal records of child protection concerns. All information must be reported to the Designated Safeguarding Lead and securely stored in the designated location within the school, separate from the pupil records.
- 6.4 All staff are aware they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another as they have a duty to share. Staff must, however, reassure the child that information will only be shared with those people who will be able to help them and therefore need to know.
- 6.5 We will always undertake to share our intention to refer a child to Social Care (First Response) with their parent/carer's consent, unless to do so could put the child at greater risk of harm or impede a criminal investigation. If in doubt, we will consult with First Response on this point.
- 6.6 We recognise that GDPR must not be a barrier for sharing information regarding safeguarding concerns. The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purpose of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

7. Dealing with a disclosure:

In the event of a child disclosing abuse staff must:

- 7.1 Listen to the child, allowing the child to tell what has happen in their own way, and at their own pace. Staff must not interrupt a child who is freely recalling significant events.
- 7.2 Remain calm. Be reassuring and supportive, endeavouring to not respond emotionally.
- 7.3 Not ask leading questions. Staff are reminded to ask questions only when seeking clarification about something the child may have said or to gain sufficient information to know that this is a safeguarding concern. Staff are trained to use TED; Tell, Explain, Describe.
- 7.4 Make an accurate record of what they have seen/heard using the school's record keeping processes, recording; times, dates or locations mentioned, using as many words and expressions used by the child, as possible. Staff must not substitute anatomically correct names for body part names used by the child.
- 7.5 Reassure the child that they did the right thing in telling someone.
- 7.6 Staff must explain to the child what will happen next and the need for the information to be shared with the DSL.
- 7.7 In the unlikely event the DSL and deputy DSL not being available, staff are aware they must share concerns with the most senior member of staff.
- 7.8 **If there is immediate risk of harm to a child, staff will NOT DELAY and will ring 999.**
- 7.9 The child will be monitored/accompanied at all times following a disclosure, until a plan is agreed as to how best they can be safeguarded.
- 7.10 Following a report of concerns the DSL must:
- Decide whether there are sufficient grounds for suspecting significant harm, in which case a referral must be made to First Response and the police if it is appropriate. The rationale for this decision should be recorded by the DSL.
 - Normally the school should try to discuss any concerns about a child's welfare with parents/carers and, where possible, obtain consent before making a referral to First Response. However, in

accordance with DfE guidance, this should only be done when it will not place the child at increased risk or could impact a police investigation. Where there are doubts or reservations about involving the child's family, the DSL should clarify with First Response or the police whether the parents/carers should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation. The child's views should also be taken into account.

- If there are grounds to suspect a child is suffering or is likely to suffer significant harm, the DSL (or Deputy) must contact First Response by telephone in first instance and then completing the Multi Agency Referral Form (MARF) making a clear statement of:
 - the known facts
 - any suspicions or allegations
 - whether or not there has been any contact with the child's family
- If the child is in immediate danger and urgent protective action is required, the police must be called. The DSL must then notify First Response of the occurrence and what action has been taken.
- If a child needs urgent medical attention, the DSL (or Deputy) should call an ambulance via 999. and contact First Response for advice about informing parents/carers.
- [NSPCC-When to call the Police](#) should help the DSL to understand when they should consider calling the police and what to expect when they do.

8. Multi-agency working:

- 8.1 The three safeguarding partners will make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs. They have a shared and equal duty to work together to safeguard and promote the welfare of children.
- 8.2 The safeguarding partners in relation to our local authority are defined under the Children Act 2004 (amended by the Children and Social Work Act 2017) as:
- Buckinghamshire Council
 - Buckinghamshire Clinical Commissioning Group (NHS)
 - Thames Valley Police
- 8.3 Schools have a pivotal role to play in multi-agency safeguarding arrangements. The three safeguarding partners should make arrangements to allow all schools in the local area to be fully engaged, involved and included in safeguarding arrangements.

9. Supporting Staff:

- 9.1 We recognise that staff becoming involved with a child who has suffered harm, or appears to be likely to suffer harm, could find the situation stressful and upsetting.
- 9.2 We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support if necessary. This could be provided by the Headteacher or another trusted colleague, Occupational Health, and/or a representative of a professional body, Employee Assistance Programme (PAM) or trade union, as appropriate.
- 9.3 In consultation with all staff, we have adopted a **Code of Conduct** for staff working in our school. This forms part of staff induction and is in the staff handbook. All staff know how to access the **Code of Conduct** to refer to it. (A paper copy is available in the staffroom)
- 9.4 All staff are required to sign that they have read, understood and agree to comply with the agreed standards of practice set out in the staff **Code of Conduct**.

10. Allegations against teachers and other staff, incl. supply teachers and volunteers:

- 10.1 All school staff (including supply staff), volunteers and other adults must 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/carers to be conducted in view of other adults. There must be no 1:1 contact between staff and pupils which is not "open to the casual observer".
- 10.2 We understand that a pupil may make an allegation against a member of staff (including supply staff), volunteer or other adult. If such an allegation is made, the member of staff notified of the allegation will immediately inform the Headteacher or the most senior teacher if the Headteacher is not present.
- 10.3 The Headteacher/Senior Teacher on all such occasions must immediately discuss the content of the allegation with the Local Authority Designated Officer (LADO). The purpose of an initial discussion is for the LADO and the Case Manager to consider the nature, content and context of the allegation and agree a course of action.
- 10.4 The Head Teacher/Senior Teacher must:
- Follow all advice given by the LADO throughout the investigation process, including how to manage the staff member or volunteer against whom the allegation is made, as well as supporting other staff and volunteers within the workplace.
 - Follow all advice given by the LADO relating to supporting the child making the allegation, as well as other children connected to the organisation.
 - Ensure feedback is provided to the LADO about the outcome of any internal investigations.
- 10.5 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 the LADO without notifying the Headteacher first.
- 10.6 The school will follow the local safeguarding procedures for managing allegations against staff (including supply staff) and volunteers, a copy of which can be found on the [BSCP website](#).
- 10.7 Suspension of the member of staff against whom an allegation has been made needs careful consideration and, if necessary, we will consult with the LADO in making this decision. Guidance will also be sought from HR.
- 10.8 If a suspension is made, restrictions will apply to all staff (including supply staff) and volunteers regarding contact with them whilst they are suspended, including contact via social media, such as Facebook and Twitter.
- 10.9 Our lettings agreement for other users requires that the organiser will follow the Buckinghamshire Council procedures for managing allegations against staff and where necessary, the suspension of adults from school premises.
- 10.10 Should an individual staff member (including supply staff), governor or volunteer be involved in child protection, other safeguarding procedures or Police investigations in relation to abuse or neglect, they must immediately inform the Head Teacher. In these circumstances the school will need to assess whether there is any potential for risk of harm.

- 10.11 If an allegation meets the harm threshold, the school will follow the guidance in Part four of Keeping Children Safe in Education - September 2020. A person would pose a risk of harm if they:
- Behaved in a way that has harmed a child, or may have harmed a child;
 - Possibly committed a criminal offence against or related to a child;
 - Behaved towards a child in a way that indicates they may pose a risk of harm to children;
 - Behaved or may have behaved in a way that indicates they may not be suitable to work with children (transferrable risk).

11. Whistleblowing:

- 11.1 We have a **Whistleblowing Policy** which can be found in the staffroom on the Safeguarding display board. Staff are required to familiarise themselves with this document during their induction period and following an update.
- 11.2 All staff must be aware of their duty to raise concerns about the attitude or actions of colleagues and report their concerns to the Headteacher or Chair of Governors.

12. Physical Intervention / Positive Handling:

- 12.1 Our policy on Use of Reasonable Force is set out separately. It complies with the Department for Education Guidance, [‘The Use of Reasonable Force, Advice for Headteachers, Staff and Governing Bodies’ July 2013](#). This policy states that staff may only use ‘reasonable force’, meaning no more force than is needed, to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. It is always unlawful to use force as a punishment.
- 12.2 Headteachers and authorised staff can use such force as is reasonable in the circumstances to conduct a search for the following ‘prohibited items’: knives and weapons, alcohol, illegal drugs, stolen items, cigarettes and tobacco, fireworks, pornographic images, or any article that has been or is likely to be used to commit an offence, cause personal injury or damage property.
- 12.3 If the use of force is necessary, reasonable adjustments for disabled children and children with special educational needs will be made.
- 12.4 Any use of force or restraint, must be recorded and signed by a witness. The parent/carers will be informed of the incident.
- 12.5 Staff who are likely to need to use physical intervention must be appropriately trained.
- 12.6 We understand that physical intervention of a nature which causes injury or unnecessary distress to a child may be considered under child protection or disciplinary procedures.

13. Anti-Bullying:

- 13.1 At our school we have an agreed definition of bullying. *Bully (n), a person who habitually seeks to harm or intimidate those whom they perceive as vulnerable.* Pupils, staff, parents and carers are supported to understand this definition.
- 13.2 We have an Anti-Bullying Policy which is available on our website. Paper copies can be requested from the school office. Measures are in place to prevent and respond to all forms of bullying. To allow or condone bullying may lead to consideration under child protection procedures.
- 13.3 Our pupils are reminded of our Anti-Bullying policy and procedures in PSHE lessons and assemblies.

- 13.4 Staff, pupils and parents are made aware of how mobile technologies are increasingly being used to bully children both in and outside the school environment. Cyber bullying is therefore referenced within our Anti-Bullying Policy

14. Discriminatory Incidents:

- 14.1 In line with the **Equalities Act 2010**, our **Equalities and Cohesion Policy** addresses all forms of discriminatory incidents. It takes into account the guidance offered by the Buckinghamshire guidance document '[Equally Safe – Dealing with Prejudice Related Incidents Guidance for Schools' \(2015\)](#).
- 14.2 Our Equalities and Cohesion policy references how racist incidents will be dealt with and acknowledges the serious nature of these events and their impact on the individual/group of pupils involved including those who may witness the incident. All incidents will be taken seriously and consideration will be given as to whether a multi-agency approach using child protection procedures is required.

15. Health and Safety:

- 15.1 We recognise the importance of safeguarding pupils throughout the school day. Our Health & Safety policy, reflects the consideration we give to the protection of our children both physically and emotionally within the school environment.
- 15.2 Part of the safeguarding measures we have in place include the safe dropping off and collection of pupils at the start and end of the school day. We would therefore ask all parents to deliver their children to the front playground and collect from the front playground. Parents are expected to inform us in person, via telephone or email if there is to be a change in the arrangement of collection for their children.
- 15.3 Pupils who leave the site during the school day do so only with the written permission of a parent /carer and are collected by an authorised adult where appropriate. School should be notified by the parents regarding whom they have authorised for this task.
- 15.4 Class teachers will ensure the children attending after school clubs are safely handed over to the club leader. Club leaders will follow normal school procedures for handing over the children at the end of the club and will deliver the children to the parent or authorized adult on the front playground.
- 15.5 Staff who support children during unstructured time such as break and over the lunch period have received training to remain alert to signs of concern or vulnerability ensuring pupils feel safe. This includes lunch time staff who follow the school's reporting process to alert the DSL of concerns about a pupil.
- 15.6 Our school site is secure. Procedures are in place for the locking and unlocking of the front gate. All visitors to the school are required to sign in and must wear a lanyard while on site. Pupils are reminded to always stay in sight of a member of staff. All staff are aware of 'hotspots' in the school where pupils have expressed anxieties or where areas of potential vulnerability may exist. There is an action plan in place to address safety in these areas.
- 15.7 In the event of a pupil going missing during the course of the school day, we will carry out immediate checks to ensure the pupil is not on site. Staff will then make contact with the pupil's parents and inform the police.

16. Prevent Duty & Channel:

- 16.1 We are aware of the Prevent Duty under **Section 26 of the Counter Terrorism and Security Act 2015** to protect young people from being drawn into terrorism. This is a safeguarding matter like any other and these processes will be applied to support children and their families where vulnerabilities are identified.
- 16.2 Prevent referrals may be passed to Channel, a programme providing support at an early stage to people identified as being vulnerable to being drawn into terrorism.
- 16.3 All school staff and governors have completed Prevent training.
- 16.4 We have in place and monitor appropriate web filtering systems so that pupils cannot view potentially extreme material.
- 16.5 Staff understand the need for a culture of vigilance to be present in the school to support safeguarding. This includes awareness and sensitivity to changes in the attitudes of pupils, which may indicate they are at risk of radicalisation.

17. E-Safety:

- 17.1 All staff should be aware of the school policy on e-Safety which sets out expectations relating to:
- Creating a safer online learning environment
 - Giving everyone the skills, knowledge and understanding to help children and young people stay safe on line, question the information they are accessing and support the development of critical thinking.
 - Inspiring safe and responsible use and behaviour of mobile technologies, to combat behaviours on line which may make pupils vulnerable, including sexting (youth-produced sexual imagery).
 - Use of mobile technology both within school and on school trips/outings
 - Use of camera equipment, including smart phones
 - What steps to take if you have concerns and where to go for help.
 - Staff use of social media is set out in the Staff Code of Conduct
- 17.2 Cyber-bullying by children, via texts, social media and emails, will be treated as seriously as any other type of bullying and will be managed through our Anti-Bullying Policy. This includes sexting and image exchange under threat or use of coercion.
- 17.3 Pupils, staff and parents are supported to understand the risks posed by the *CONTENT accessed by pupils – their CONDUCT online – and who they have CONTACT with in the digital world.*
- 17.4 We have an e-Safety Policy which sets out the acceptable use of mobile technologies by pupils and staff whilst onsite. This includes sanctions which will be applied when these boundaries are not adhered to.
- 17.5 Visitors to our school are respectfully requested to turn all mobile devices off. This is a safeguarding measure for our pupils.
- 17.6 Staff use of mobile technology whilst on site is set out in the Staff Code of Conduct. Lockers are provided in the staffroom for the safe storage of mobile phones and other personal belongings.
- 17.7 A wealth of information is available on our website to support parents/carers to keep their children safe online where they are asked to learn online at home.

18 Sexting:

'Sexting', also referred to as 'youth produced sexual imagery', is one of a number of 'risk-taking' behaviours associated with the use of digital technologies, social media or the internet. It is accepted that young people experiment and challenge boundaries and therefore the risks associated with 'online' activity can never be completely eliminated.

- 18.1 Staff, pupils and parents are supported via training to understand the creation and sharing of sexual imagery, such as photos or videos, of under 18s is illegal. This includes imagery of pupils themselves if they are under the age of 18.
- 18.2 Any youth produced sexual imagery disclosures will follow the normal safeguarding practices and protocols for our school. We will also use the guidelines for responding to incidents, as set out in the publication '[Sexting in Schools and Colleges](#)' produced by the UK Council for Child Internet Safety.
- 18.3 If the incident meets the threshold it may be necessary to refer to the police in a timely manner; contact will be through a safer schools officer, a PCSO (Police Community Support Officer), local neighbourhood police or by dialling 101. Such a report will result in an Outcome 21 record being generated by the police. We will always endeavour to speak to the parents/carers of the pupils involved prior to any report being made to the police.

19 Peer on Peer Abuse:

At Dropmore Infant School we believe that all children have a right to attend school and learn in a safe environment free from harm from both adults and other pupils. We recognise that some safeguarding concerns can occur via peer on peer abuse.

- 19.1 All staff operate a zero tolerance policy to peer on peer abuse and will not pass off any incidents as 'banter' or 'just growing up'.
- 19.2 All staff recognise that peer on peer abuse may include, but may not limited to:
 - Bullying (including cyber bullying)
 - Racial abuse
 - Physical abuse, such as hitting, hair-pulling, biting or other forms of physical harm
 - Sexual violence and sexual harassment
 - Abuse related to sexual orientation or identity
 - Sexting (as set out in section 18)
 - Initiation type violence and rituals
 - Emotional abuse
 - Upskirting
- 19.3 The following will be considered when dealing with incidents:
 - Whether there is a large difference in power between the victim and the perpetrator (size, age, ability, perceived social status or vulnerabilities, including SEND, CP, CIN, LAC)
 - Whether the perpetrator has previously tried to harm or intimidate pupils
 - Any concerns about the intentions of the alleged perpetrator
- 19.4 In order to minimize the risk of peer on peer abuse taking place the school must:
 - Deliver PSHE to include teaching pupils about how to keep safe and understanding what acceptable behaviour looks like
 - Ensure that pupils know that all members of staff will listen to them if they have concerns and will act upon them
 - Have systems in place for any pupil to be able to voice concerns
 - Develop robust risk assessments if appropriate

- Refer to any other relevant policies when dealing with incidents such as the Anti-Bullying policy and/or Behaviour policy.

19.5 We recognise that 'Upskirting' involves taking a photograph under an individual's clothing without their permission and/or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification or cause the victim humiliation, distress or alarm. Staff recognise that 'Upskirting' is a criminal offence and must promptly report any such incidence to the Headteacher, DSL or most senior member of staff.

19.6 Reference will be made to the following government guidance ([Sexual violence and sexual harassment between children in schools and colleges – GOV.UK](#)) and Part 5 of Keeping Children Safe in Education, September 2020 to ensure that all staff have an understanding of the serious nature of sexual violence and sexual harassment between children in schools.

20 Cultural Issues:

20.1 As a school we are aware of the cultural diversity of the community around us and work sensitively to address the unique culture of our pupils and their families as they relate to safeguarding and child protection. This includes children at risk of harm from abuse arising from culture, faith and belief on the part of their parent, carer or wider community.

20.2 Staff must report concerns about abuse linked to culture, faith and beliefs in the same way as other child protection concerns.

21 So called 'Honour' based abuse:

21.1 Staff at our school understand there is a legal duty to report known cases of Female Genital Mutilation (FGM) and So Called 'Honour' Based Abuse to the police and they will do this with the support of the DSL. For more information see [Mandatory reporting of female genital mutilation: procedural information – GOV.UK](#)

21.2 Our school is aware of the need to respond to concerns relating to forced marriage and understand that it is illegal, a form of child abuse and a breach of children's rights. We recognise some pupils due to capacity or additional learning needs may not be able to give an informed consent and this will be dealt with under our child protection processes. Dropmore staff can contact the Forced Marriage Unit if they need advice or information. Contact 020 7008 0151 or fmf@fco.gov.uk

21.3 We are aware of the signs of FGM – [Female Genital Mutilation \(FGM\) - NSPCC](#)

21.4 We recognise that both male and female pupils may be subject to honour based abuse e.g. where young people's cultural background are at odds with their behaviours such as sexuality, under-age sex, relationships, gender identity or life style choices.

21.5 We promote awareness through training and access to resources, ensuring that the signs and indicators are known and recognised by staff.

21.6 Any suspicions or concerns for forced marriage are reported to the DSL who will refer to First Response or the police if emergency action is required.

22. Contextual Safeguarding:

Contextual Safeguarding is an approach to understanding, and responding to, children's experiences of significant harm beyond their families. It recognises that the different relationships that children form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers may have little influence over these contexts, and children's experiences of extra-familial abuse can undermine parent/carer-children relationships.

- 22.1 At Dropmore Infant School we recognise that pupils may encounter safeguarding issues that happen in the wider community and we will respond to such concerns, reporting to the appropriate agencies in order to support and protect the pupil.
- 22.2 All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside these environments. We consider whether children are at risk of abuse or exploitation in situations outside their families.
- 22.3 All staff, and especially the DSL, will consider the context of incidents that occur outside of school to establish if environmental factors may be putting the pupil's welfare and safety at risk.
- 22.4 Children who may be alleged perpetrators will also be supported to understand the impact of contextual issues on their safety and welfare.
- 22.5 In such cases the individual needs and vulnerabilities of each child will be considered.

23. Serious Violence:

- 23.1 All staff are aware of signs and indicators which may signal that children are at risk from, or are involved with, **serious violent crime**. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or significant change in well-being or signs of assault or unexplained injuries. Staff are aware that unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.
- 23.2 **Domestic violence** and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse can have a serious, long lasting emotional and psychological impact on children.
- 23.3 At Dropmore Infant School we are aware of the risks to children and will take appropriate measures to manage any situation arising.

24. Use of Photography:

- 24.1 We will often use photographs and film to capture achievements, monitor a child development and help promote successes within our school. We like to have a record of all the wonderful activities our pupils take part in. Guidelines for the use of photography at Dropmore Infant School is set out in our E-Safety Policy.

25. Policy Review:

The Governing Body of our school is responsible for ensuring this policy is reviewed at least annually.

Appendix 1 – Categories of Abuse

Everyone who works with children has a duty to safeguard and promote their welfare. They should be aware of the signs and indicators of abuse and know what to do and to whom to speak if they become concerned about a child or if a child discloses to them. The following is intended as a reference for school staff and parents/carers if they become concerned that a child is suffering or likely to suffer significant harm.

The Children Act 1989 defines abuse as when a child is suffering or is likely to suffer 'significant harm'. Harm means ill treatment or the impairment of health or development. Four categories of abuse are identified:

Child abuse is a form of maltreatment. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.

Physical abuse	
A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.	
Child	
Bruises – shape, grouping, site, repeat or multiple	Withdrawal from physical contact
Bite-marks – site and size	Aggression towards others
Burns and Scalds – shape, definition, size, depth, scars	Emotional and behaviour problems
Improbable, conflicting explanations for injuries or unexplained injuries	Frequently absent from school
Untreated injuries	Admission of punishment which appears excessive
Injuries on parts of body where accidental injury is unlikely	Fractures
Repeated or multiple injuries	Fabricated or induced illness
Parent	Family/environment
Parent with injuries	History of mental health, alcohol or drug misuse or domestic violence.
Evasive or aggressive towards child or others	Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Explanation inconsistent with injury	Marginalised or isolated by the community.
Fear of medical help / parents not seeking medical help	Physical or sexual assault or a culture of physical chastisement.
Over chastisement of child	

Emotional abuse

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 a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as over protection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including 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 of a child, though it may occur alone.

Child	
Self-harm	Over-reaction to mistakes / Inappropriate emotional responses
Chronic running away	Abnormal or indiscriminate attachment
Drug/solvent abuse	Low self-esteem
Compulsive stealing	Extremes of passivity or aggression
Makes a disclosure	Social isolation – withdrawn, a 'loner' Frozen watchfulness particularly pre school
Developmental delay	Depression
Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)	Desperate attention-seeking behaviour
Parent	Family/environment
Observed to be aggressive towards child or others	Marginalised or isolated by the community.
Intensely involved with their children, never allowing anyone else to undertake their child's care.	History of mental health, alcohol or drug misuse or domestic violence.
Previous domestic violence	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
History of abuse or mental health problems	Past history in the care of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Mental health, drug or alcohol difficulties	Wider parenting difficulties
Cold and unresponsive to the child's emotional needs	Physical or sexual assault or a culture of physical chastisement.
Overly critical of the child	Lack of support from family or social network.

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. Sexual abuse can take place online and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. [The Brooks Sexual Behaviours Traffic Light Tool](#) can be used as guidance to support professionals in identifying and responding to sexual behaviour in children.

Child	
Self-harm - eating disorders, self-mutilation and suicide attempts	Poor self-image, self-harm, self-hatred
Running away from home	Inappropriate sexualised conduct
Reluctant to undress for PE	Withdrawal, isolation or excessive worrying
Pregnancy	Sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
Inexplicable changes in behaviour, such as becoming aggressive or withdrawn	Poor attention / concentration (world of their own)
Pain, bleeding, bruising or itching in genital and /or anal area	Sudden changes in school work habits, become truant
Sexually exploited or indiscriminate choice of sexual partners	
Parent	Family/environment
History of sexual abuse	Marginalised or isolated by the community.
Excessively interested in the child.	History of mental health, alcohol or drug misuse or domestic violence.
Parent displays inappropriate behaviour towards the child or other children	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Conviction for sexual offences	Past history in the care of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Comments made by the parent/carers about the child.	Grooming behaviour
Lack of sexual boundaries	Physical or sexual assault or a culture of physical chastisement.

Neglect

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

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

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

Child	
Failure to thrive - underweight, small stature	Low self-esteem
Dirty and unkempt condition	Inadequate social skills and poor socialisation
Inadequately clothed	Frequent lateness or non-attendance at school
Dry sparse hair	Abnormal voracious appetite at school or nursery
Untreated medical problems	Self-harming behaviour
Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold	Constant tiredness
Swollen limbs with sores that are slow to heal, usually associated with cold injury	Disturbed peer relationships
Parent	Family/environment
Failure to meet the child's basic essential needs including health needs	Marginalised or isolated by the community.
Leaving a child alone	History of mental health, alcohol or drug misuse or domestic violence.
Failure to provide adequate caretakers	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Keeping an unhygienic dangerous or hazardous home environment	Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Unkempt presentation	Lack of opportunities for child to play and learn
Unable to meet child's emotional needs	Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals
Mental health, alcohol or drug difficulties	

Exploitation

Exploitation is a form of child abuse and may take a number of forms

Child Criminal Exploitation (CCE)

As set out in the [Serious Violence Strategy](#) published by the Home Office, where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. Child criminal exploitation does not always involve physical contact; it can also occur through the use of technology.

Some of the following can be indicator of CCE:

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

Child Sexual Exploitation (CSE)

Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet).

The above CCE indicators can also be CSE indicators, as can:

- children who have older boyfriends or girlfriends
- children who suffer from sexually transmitted infections or become pregnant

Both **CCE** and **CSE** are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. The abuse can be (a) in exchange for something the victim needs or wants, and/or (b) for the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The victims can be exploited even when activity appears consensual. Exploitation does not always involve physical contact; it can also be facilitated and/or take place online. [CSE: Guide for practitioners](#)

We recognise that exploitation includes the trafficking of children and Modern Day Slavery. For more information: [Victims of Modern Slavery – frontline staff guidance](#)

Extremism

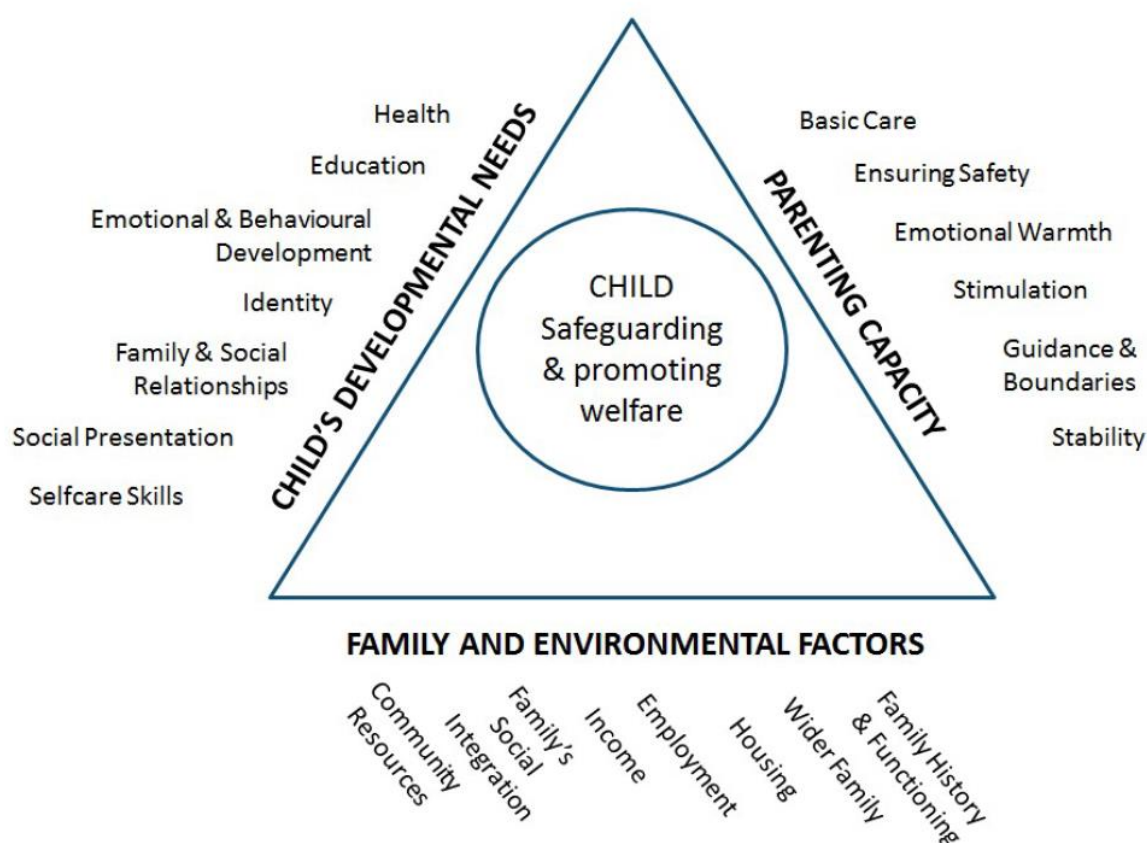
Extremism is defined in the Counter Extremism Strategy 2015 as the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. We also regard calls for the death of members of our armed forces as extremist. Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

County Lines

As set out in the [Serious Violence Strategy](#), published by the Home Office, County Lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of 'deal line'. They are likely to exploit children and vulnerable adults to move and store the drugs and money, and they will often use coercion, intimidation, violence (including sexual violence) and weapons.

Appendix 2 - Assessment Framework

(from Working Together to Safeguard Children, July 2018)



Every assessment should draw together relevant information gathered from the child and their family and from relevant practitioners including teachers and school staff, early years workers, health practitioners, the police and adult social care.

Every assessment of a child should reflect the unique characteristics of the child within their family and community context.

Each child whose referral has been accepted by children's social care should have their individual needs assessed, including an analysis of the parental capacity to meet those needs, whether they arise from issues within the family or the wider community.

Frequently, more than one child from the same family is referred and siblings within the family should always be considered.

Appendix 3 – Escalation Flowchart for Parents

