

ROWAN GATE PRIMARY SCHOOL



SAFEGUARDING AND CHILD PROTECTION POLICY

POLICY REVIEW

This policy has been rewritten to include the NCC updated information

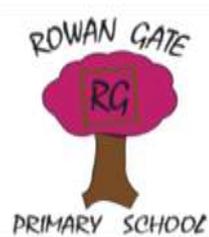
a) Ensuring the policy is up to date and meets mandatory requirements

b) Ensuring the policy is fit for purpose and that practice adheres to the policy.

Reviewed and updated March 2021 by

Jane Rhodes

Policy will be reviewed again in March 2022



SAFEGUARDING AND CHILD PROTECTION POLICY

This school policy reflects the consensus of opinion of the whole teaching and support staff and has the full agreement of the governing body.

"This policy reflects the philosophy of the Equality Policy, the Mission Statement and the School Aims in relation to the whole curriculum".

The school is a non smoking site including E Cigarettes.

INTRODUCTION AND DEFINITIONS

Safeguarding and promoting the welfare of children is defined as protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. (Keeping children safe in education)

This policy forms part of a suite of documents relating to the safeguarding responsibilities of the school.

Safeguarding and promoting the welfare of children is **everyone's** responsibility.

Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider at all times what is in the **best interests** of the child. (Keeping children safe in education Sept 2019)

For the purposes of this document, *children/ child* mean any person under the age of 18 years.

Child protection is the activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Different types of abuse are defined in appendix 1

Neglect is a form of abuse which is the persistent failure to meet a child's basic physical and or psychological needs, likely to result in the serious impairment in the child's health or development.

Sexting (Youth produced sexual imagery) is the sharing of sexual imagery by children. (Video or photo.)

Upskirting is a highly intrusive practice, which typically involves someone taking a photograph under another person's clothing without their knowledge, with the intention of

viewing their genitals or buttocks (with or without underwear). Anyone, and any gender, can be a victim and this behaviour is now a criminal offence. Perpetrators can receive 2 years in prison. The matter should be reported to the police and victims can be protected by being identified in the media.

3 safeguarding partners are identified in KCSIE. These partners will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs.

- Northamptonshire County council. (NCC.)
- Northamptonshire clinical commissioning groups. (Nene and Corby CCG's.)
- Northamptonshire Police.

AIMS OF THIS POLICY

- To inform staff, parents/ carers, volunteers and governors about the school's responsibilities for safeguarding children.
- To enable everyone to have a clear understanding of how these responsibilities should be carried out.
- To ensure that appropriate action is taken in a timely manner to safeguard and promote children's welfare.

LEGISLATION AND STATUTORY GUIDANCE

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

Keeping Children Safe in Education (KCSIE) September 2019- statutory guidance from the Department for Education. Part 1 to be read, understood and adhered to by all staff Appendix 2.

Working Together to Safeguard Children July 2018- a guide to inter-agency working to safeguard and promote the welfare of children.

The Education Act 2002- Section 175 places a duty on schools to safeguard and promote welfare of pupils.

The Children act 1989 (2004)- provides a framework for the care and protection of children, places a duty on schools to ensure all services have regard to safeguarding and the promotion of welfare of children.

Multi- agency statutory guidance on female genital mutilation (April 2016)- Multi-agency guidelines on FGM for those with statutory duties to safeguard children and vulnerable adults.

Prevent Duty (section 26 of the Counter Terrorism and Security act 2015)- Departmental advice for schools and childcare providers.

Working together to Safeguard Children, July 2018 requires schools to follow the procedures for protecting children which are established by the Local Safeguarding Children Partnership. (NSCP)

Schools are expected to have in place appropriate procedures for responding to situations in which:

- A child may have been abused or neglected or is at risk of abuse or neglect.

- A member of staff has behaved in a way that has, or may have harmed a child or indicates that they would pose a risk of harm.

ROLES AND RESPONSIBILITIES

All Staff

- have a responsibility to read and understand KCSIE part 1 as a minimum.
- Have an annual update on safeguarding in schools including procedures, and legislation.
- Should know what to do if they have concerns about a child, which may require early help.
- Should know how to respond to a disclosure from a child, specific issues such as FGM and radicalisation and what procedures to follow.
- The different categories of abuse and signs and indicators of these.

The Designated Safeguarding Leads

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding leads. Any deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility should not be delegated.

- The school's Designated Safeguarding Lead is Laura Clarke, Head teacher.
- The family liaison team is made up of an Assistant Head Teacher (Jane Rhodes) and 2 Family Liaison Advisors, (Sarah Moore, Judith Kirby) all of whom are deputy DSL's.
- Julia Coles, Deputy Head Teacher and Assistant Head Teachers Maxine Anthony-Hill, Sue Morris and Natalija Zemcugova are all deputy DSL's.

During term time the Designated Safeguarding lead and/ or a deputy will be available (during school hours) for staff in the school to discuss any safeguarding concerns.

DSL or deputies are always identified for periods of time when the school is closed and their contact details shared appropriately.

The main duties of a Designated Safeguarding Lead Person are outlined in Annex B of KCSIE

The duties include

· Managing referrals and cases

Refer cases of suspected abuse to the local authority children's social care, Northamptonshire MASH 0300 126 1000 and an online referral form if requested.

Support other members of staff with making referrals.

Refer case to the channel programme where there is a radicalisation concern.

Support other staff in making channel programme referrals.

Refer cases where a person is dismissed or left due to risk/ harm to a child to the Disclosure and Barring service as required.

Refer cases where a crime may have been committed to the police as required.

· Work with others

Act as a point of contact with the safeguarding partners.

Liaise with the Head Teacher or Principal to inform them of issues- especially ongoing enquiries under section 47 of the children act 1989 and police investigations.

As required, liaise with the “case manager” and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member

Liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs or the named person with oversight for SEN in a college) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies. An

Act as a source of support, advice and expertise for all staff.

Training

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training.

	<i>Date of training and next review</i>	<i>Name of provider</i>
<i>Designated safeguarding Lead/ Deputy DSL</i>	<i>Laura Clarke September 2018 (Refresh Sept 2020) Julia Coles September 2018 (Refresh Sept 2020) Jane Rhodes September 2018 (Refresh Sept 2020) Natalija Zemcugova November 2017 (Refresh November 2019) Sarah Moore September 2018 (Refresh September 2020) Judith Kirby December 2019 (Refresh December 2021) Maxine Anthony-Hill September 2017 (Refresh September 2019) Sue Morris June 2015</i>	<i>Jill Sneddon Maplefields TSA</i>
<i>Safe recruitment</i>	<i>Laura Clarke January 2017 Shirley Crooke September 2017 Julia Coles March 2017 Andrew Scarborough May 2019 Jane Rhodes November 2019 Sue Morris November 2019</i>	<i>Plumsun Jill Sneddon Jill Sneddon NCC- Maplefields Jill Sneddon Jill Sneddon</i>
<i>Whole school awareness</i>	<i>Whole school staff Awareness and KCSIE September 2018 Whole school staff Awareness and KCSIE September 2019</i>	<i>Laura Clarke Jane Rhodes</i>
<i>Safeguarding for Governors</i>	<i>Andrew Scarborough September 2017</i>	<i>Maplefields TSA</i>
<i>Prevent</i>	<i>Whole school September 2016 (ongoing as part of induction)</i>	<i>Online provision</i>

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
- 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 or college's child protection policy and procedures, especially new and part time staff.
- Are alert to the specific needs of children in need, those with special educational needs and young carers.
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.
- Understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners.
- Are able to keep detailed, accurate, secure written records of concerns and referrals.
- Understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college.
- Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

· Raising awareness

Ensure the school's or college's child protection policies are known, understood and used appropriately

Ensure the school's or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.

Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this.

Link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.

· Governors

Governing bodies and proprietors (in Part two, unless otherwise stated, includes management committees) must ensure that they comply with their duties under legislation. They must have regard to this guidance, ensuring that policies, procedures and training in their schools or colleges are effective and comply with the law at all times. Governing bodies and proprietors should have a senior board level (or equivalent) lead to take leadership responsibility for their school's or college's safeguarding arrangements. (KCSIE 2019)

The nominated child protection governor is Andrew Scarborough

Contact details:

tel: 01933 304970

- Individual schools and colleges having an effective child protection policy. The child protection policy should describe procedures which are in accordance with government guidance and refer to locally agreed multi-agency safeguarding arrangements put in place by the three safeguarding partners. It should be updated annually (as a minimum), and be available publicly either via the school or college website or by other means.
- A staff behaviour policy (sometimes called the code of conduct) which should, amongst other things, include: acceptable use of technologies, staff/pupil relationships and communications including the use of social media.
- Governing bodies and proprietors should put in place appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risk of them going missing in future.
- Where reasonably possible, schools and colleges should hold more than one emergency contact number for each pupil or student. This goes beyond the legal minimum and is good practice to give the school or college additional options to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern.
- Governing bodies and proprietors should take a proportionate risk-based approach to the level of information that is provided to temporary staff and volunteers.
- The above is not intended to be an exhaustive list. These policies and procedures, along with Part one of this guidance and information regarding the role and identity of the designated safeguarding lead (and any deputies), should be provided to all staff on induction.

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

Additional barriers can exist when recognising abuse in this group of children.

These may include:

- Assumptions that indicators of abuse such as behaviour; including for example: ADHD or other specific behavioural problems/ diagnoses, mood and injury relate to the child's impairment without further exploration;
- Assumptions that children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs;
- Communication barriers and difficulties;
- Reluctance to challenge carers, (professionals may over empathise with carers because of the perceived stress of caring for a disabled child);
- Disabled children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased;
- A disabled child's understanding of abuse;
- Lack of choice/ participation;
- Isolation.

Please see:

Directory of children's services- specialist support service for autism and SEND

Northamptonshire's local offer.

DEALING WITH A DISCLOSURE

If a child discloses that they have been abused in some way, the member of staff/ volunteer should:

- Listen to what is being said without displaying shock or disbelief.
- Accept what is being said.
- Allow the child to talk freely.
- Reassure the child, but not make promises which it might not be possible to keep.
- Never promise a child that they will not tell anyone- as this may ultimately not be in the best interests of the child.
- Reassure them that what has happened is not their fault.
- Stress that it was the right thing to tell.
- Listen, only asking questions to clarify. Questions should be kept to a minimum and of an open nature.
- Not criticise the alleged perpetrator.
- Explain what has to be done next and who has to be told.
- Record the disclosure on CPOMS as a new incident and alert the 'concern team.'
- If the child is at risk of significant harm pass the information to the DSL or a deputy without delay.
- It is not the responsibility of the school staff to investigate concerns or to determine the truth of any disclosure or allegation.

SCHOOL PROCEDURES AND RECORD KEEPING

All concerns, discussion and decisions made, along with the rationale behind them, should be recorded on the CPOMS system as soon as reasonably possible.

If a child has been physically hurt or disclosed a serious risk, the DSL or a deputy must be informed in person as well as on CPOMS.

When there is a concern or a child has made a disclosure, the member of staff should:

- Record as soon as possible after the event using the online tool CPOMS. All staff have accounts allocated to them with secure passwords.
- Scan and upload to CPOMS any paper records related to the incident.
- Ensure that the report is factual, truthful and never based on opinion.
- Complete the body map section on CPOMS incident form if relevant.

CPOMS is an online safeguarding and record keeping system. The nature of the system means that any concerns added by staff trigger email alerts to all named safeguarding leads who can the triage, act upon and follow up the concerns.

VISITORS, VOLUNTEERS OR THOSE WITHOUT CPOMS access should:

- Speak to the DSL or a deputy (identified on posters within the school)
- Write the concern on a green 'cause for concern' sheet.
- Ensure this is completed before leaving the premises.

Where paper files are kept, these will be maintained and managed in accordance with Data protection and GDPR requirements. Safeguarding files will be transferred DSL to DSL between schools.

The DSL or a deputy must be informed (via CPOMS, and in person if required) of any safeguarding concerns. The DSL will decide what action is to be taken in accordance with the 'Actions where there are concerns about a child' flowchart Appendix 3

COMMUNICATION WITH PARENTS AND CARERS

The policy for safeguarding and child protection is available to all interested parties via the school website, or in a paper form from either of the school offices.

The school endeavours to maintain open, transparent dialogue with parents and carers wherever this is appropriate.

Parents and carers will be informed prior to any referral unless it is deemed that doing so might increase the risk of significant harm to the child.

(Not seeking to inform a parent may also be relevant if it puts a member of staff at risk.)

School staff will always be clear about the responsibilities for schools and staff for safeguarding children.

CONCERNS ABOUT A STAFF MEMBER OR VOLUNTEER

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/ related to a child
- Behaved towards a child or children in a way that indicates they would pose a risk of harm to children.

This information applies to any child the member of staff/ volunteer has contact with, within school and within the wider community.

What school or college staff should do if they have a concern about safeguarding practices within the school or college.

- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or education setting's safeguarding arrangements.
- Appropriate Whistle blowing procedures should be followed by the member of staff/ volunteer with concerns.

Any concerns about another member of staff's practice should be reported to the head teacher.

Where the concern is about the head teacher, it should be directed to the chair of the governing board. The chair of governors in this school is ANDREW SCARBOROUGH 01933 222805 07753 547858

The person to whom the allegation is first reported should take the matter seriously and keep an open mind. They should not investigate or ask leading questions when seeking clarity. Confidentiality should not be promised and the person should be advised that the information will be shared on a 'need to know' basis.

Actions to be taken by the person to whom the allegation is addressed

- Make an immediate written record of the allegation, using the informant's words. Include the time, date and place of the alleged incident.
- Signs date and pass all records to the head teacher.
- 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.

The Head Teacher/Chair of Governors 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 Designated Officer (formerly LADO):

Multi-Agency Safeguarding Hub: **0300 126 1000 (Option 1)**

Designated Officers (formerly LADO):
doreferral@northamptonshire.gov.uk

For referrals regarding adults in education and other information on the role of the Designated Officer (formerly LADO) follow the link below:

<http://www.northamptonshirescb.org.uk/about-northamptonshire-safeguarding-children-board/who-is-who/designated-officer/>

If the allegation meets any of the three criteria set out at the start of this section, contact should always be made with the Designated Officer (formerly LADO) without delay.

If it is decided that the allegation does not meet the threshold for safeguarding, it will be handed back to the employer for consideration via the school's internal procedures.

The Head Teacher should, as soon as possible, **following briefing** from the Designated Officer inform the subject of the allegation.

Where a staff member feels unable to raise an issue with their employer/through the whistle blowing procedure or feels that their genuine concerns are not being addressed, other whistle blowing channels may be open to them:

- Multi-Agency Safeguarding Hub: **0300 126 1000 (Option 1)**
- NSPCC whistle blowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: **0800 028 0285** – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk

Safer working practice

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the staff handbook/school code of conduct/staff behaviour policy and Safer Recruitment Consortium Document ***Guidance for safer working practice for those working with children and young people in education settings (September 2018)***.

The document seeks to ensure that the responsibilities of school leaders towards children and staff are discharged by raising awareness of illegal, unsafe, unprofessional and unwise behaviour. This includes guidelines for staff on positive behaviour management in line with the ban on corporal punishment (School Standards and Framework Act 1998). Please see the school/college's behaviour management policy for more information.

Confidentiality

The safeguarding of children raises issues of confidentiality that must be understood by all members of staff and volunteers in school.

- All staff in schools, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children's Services and the Police).

- If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe. This may ultimately not be in the best interests of the child.
- Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.

Useful sources of further information.

NSCB

<http://www.northamptonshirescb.org.uk/>

NSCB Schools

<http://www.northamptonshirescb.org.uk/schools/>

National Society for Prevention of Cruelty to Children (NSPCC):

<http://www.nspcc.org.uk/>

0808 800 5000

Childline:

<https://www.childline.org.uk/>

0800 1111

Child Exploitation and Online Protection (CEOP):

<http://ceop.police.uk/>

0870 000 3344

Online safety training and advice contact:

e-safety@northamptonshire.gov.uk

Online safety policy examples:

<http://swgfl.org.uk/products-services/esafety/resources/online-safety-policy-templates>

Inspecting Safeguarding In the Early Years August 2016:

www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills-from-september-2015

Early Years Foundation Stage Statutory Framework:

www.foundationyears.org.uk/files/2017/03/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Appendix 1

Definitions of different abuse categories with possible signs and indicators.



In addition to the above, from Working Together to Safeguard Children refers to the latest Thresholds and Pathways document: www.northamptonshirescb.org.uk/schools/toolkits-docs-schools/thresholds-and-pathways/

Working Together to Safeguard Children (DFE, 2018)

Physical abuse	
<i>Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.</i>	
Child	
Bruises – shape, grouping, site, repeat or multiple	Withdrawal from physical contact
Bite-marks – site and size Burns and Scalds – shape, definition, size, depth, scars	Aggression towards others, 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	
<i>Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, not giving the child opportunities to express their views, 'making fun' of what they say or how they communicate - hearing the ill-treatment of another and serious bullying (including cyber bullying).</i>	
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.

Neglect	
<i>Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.</i>	
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	
Sexual abuse	
<i>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 or non-contact activities, such as involving children in looking at sexual images or being groomed on line / child exploitation.</i>	
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/carer about the child	Grooming behaviour
Lack of sexual boundaries	Physical or sexual assault or a culture of physical chastisement.

Appendix 2

Keeping Children safe in education Part 1 (Including annex 1 and further information)

Appendix 3

What to do if you have concerns about a child

Be alert

- Be aware of the signs of abuse and neglect
- Identify concerns early to prevent escalation.
- Know what systems the school have in place regarding support for safeguarding e.g. induction training , staff behaviour policy / code of conduct and the role of the Designated Safeguarding Lead (DSL).

Question behaviours

- Talk and listen to the views of children, be non - judgemental.
- Observe any change in behaviours and question any unexplained marks / injuries
- To raise concerns about poor or unsafe practice, refer to the HT or principal, if the concerns is about the HT or Principal, report to Chair of Governors. Utilise whistleblowing procedure.

Ask for help

- Record and share information appropriately with regard to confidentiality.
- If staff members have concerns, raise these with the school's or college's Designated Safeguarding Lead (DSL)
- Responsibility to take appropriate action, do not delay.

Refer

- DSL will make referrals to children services but in an emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to MASH on 0300 126 1000 (Option 1)

