Appendix One

Protecting Children from Significant Harm – Staff and Visitor Guidance September 2019 Staffordshire Schools

You must report any concern you have about a student's welfare or safety to one of the DSL's shown below. Safeguarding is everyone's responsibility.

Contextual Safeguarding

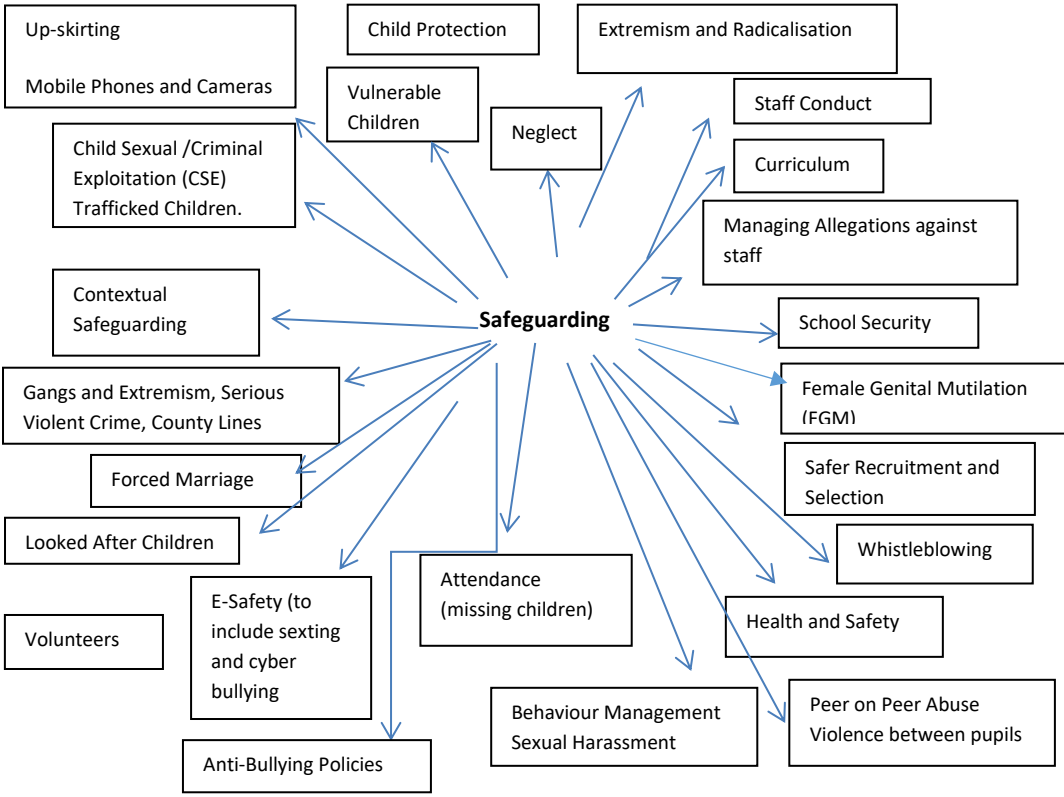
We recognise the importance of considering the context of our school in order to fully assess and reduce the risks to our students. As such, we are aware of the risks presented to our children in our local environment.

What is Safeguarding?

Remember Child Protection is everyone's responsibility regardless of role or status.

Section 11 of the Children Act 2004 places duty on agencies to ensure that their functions are discharged having regard to the need to safeguard children and promote their welfare; by safeguarding and promoting welfare we mean:

- Protecting children from abuse or neglect;
- Preventing impairment of the child's health or development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- Creating opportunities to enable children to have optimum life chances in adulthood.



Please remember Child Protection is the responsibility of everyone. Report concerns to the right person, in person. For additional information please see policies and information on the school or the Staffordshire Safeguarding Children's Board website.

Child protection is just one aspect of safeguarding, one that we as a partnership take very seriously.

It is much better to share a concern and be wrong than not share at all.

Remember there are many forms of abuse. We must be alert to them all. We have to imagine the unimaginable.

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

If you have <u>any</u> concerns about the welfare or safety of a child in our care you must share it.

You must:

- Refer immediately, **using the purple referral forms** (located in the staff room, main office, Pastoral offices)
- Inform the right person in person
- **Do not email or leave a voicemail**
- Record the date, time and details of discussions
- In the first instance it is best to share your concerns with the DSL of the school that the child is a member of. If they are unavailable, then report this to any of the staff named on the Safeguarding posters. Any member of the Pastoral Team (College Heads and Pastoral Heads) can also deal with initial concerns. In an emergency phone Staffordshire First Response on **0800 1313 126** or the Police directly.

Determining need – questions to ask yourself.

- Is this family coping?
- Is the child's need being met?
- Have I ensured that the child has had an opportunity to speak, be heard and listened to?
- What are the relevant factors at the core of the child's needs? Do I have a picture of the family as a whole, their parental capability and environment factors?
- Have I used this guide to prompt me to think more clearly and understand the situation?
- Have I considered any previous history of support, service involvement and the current risk and protective factors within the family? Think about what the child's experience really is?
- Am I sure about my understanding of the information? If not, take advice in the first instance from your line manager or your agency's safeguarding advisor
- Have I discussed my analysis of the identified need with other professional involved with the child to achieve a more holistic approach?
- Have I discussed my concerns with the child and their family and offered advice and support?
- Have I asked the parents for written consent to my involvement, my assessment and/or referral and to information sharing to help engage services quickly?
- Have I been professionally curious?
- Have I thought about the needs of any sibling?
- Have I considered the context of this concern?

Remember – always see things from the child's point of view.

Types of Abuse

There are many types and forms of abuse. These include physical, emotional, sexual, organised abuse, peer on peer abuse and neglect. We also need to consider radicalisation and extremism, FGM, forced marriage and CSE, CCE and County Lines and Modern-Day Slavery peer on peer abuse and other forms of exploitation.

The following may be indications of abuse, but this is not designed as a check list.

Indicators of Abuse

Signs of Physical Abuse

- Unexplained injuries or burns particularly if they are recurrent.
- Improbable excuses given to explain injuries.
- Inconsistent account given to explain injuries.
- Refusal to discuss injuries.
- Untreated injuries.
- Admission of punishment which appears excessive.
- Bald patches.
- Withdrawal from physical contact.
- Arms and legs kept covered in hot weather.
- Fear of returning home.
- Fear of medical help.
- Self-destructive tendencies.
- Aggression towards others.
- Reluctance to change in public, participate in PE or attend residential trips.
- Missing from Education
- Multiple bruises.
- Bite marks.
- Isolation from peers

Signs of Emotional Abuse

- Physical, mental and emotional developmental lags.
- Admission of punishment which appears excessive.
- Bullying others.
- Continual self-depreciation.
- Sudden speech disorders.
- Fear of new situations.
- Inappropriate emotional responses to painful situations.
- Neurotic behaviour (e.g., rocking, hair-twisting, thumb-sucking).
- Self-mutilation.
- Extremes of passivity or aggression.
- Drug/solvent abuse.
- Compulsive stealing, scavenging.
- Tendency to cling or need constant reassurance.
- Running away.
- Exposure to domestic abuse and violence.
- Appetite disorders, anorexia nervosa, bulimia, obesity.
- Soiling, enuresis.
- Missing from Education

Signs of Sexual Abuse

- Sudden changes in behaviour or school performance
- Displays of affection in a sexual way inappropriate to age.
- Unexplained gifts of money/phones.
- Tendency to cling or need reassurance.
- Depression and withdrawal.
- Apparent secrecy.
- Wetting, day or night.
- Sleep disturbances or nightmares.
- Inability to concentrate/tiredness.
- Chronic illness, especially throat infections and venereal diseases.
- Anorexia or bulimia.
- Unexplained pregnancy.
- Fear of undressing, e.g., for sport.
- Phobias or panic attacks.
- Regression to younger behaviour, such as thumb-sucking, playing with discarded toys, acting like a baby.
- Complaints of genital itching or pain.
- Distrust of a familiar adult, or anxiety about being left with a relative, a babysitter or lodger.
- Knowledge not related to age.

Signs of FGM

- Unexplained absences or absence due to UTI infections
- Missing from education
- Going on holiday with female relatives to receive a special gift / sudden appearance of many gifts
- Talk of becoming a woman / growing up
- Problems with periods / excessive blood loss
- Talk of Sunni – being cut
- Family history of FGM

Signs of Neglect

- Constant hunger.
- Poor personal hygiene/dirty clothes.
- Constant tiredness.
- Poor state of clothing/lack of kit.
- Emaciation.
- Frequent lateness or non-attendance at School.
- Untreated medical problems.
- Destructive tendencies.
- Low self-esteem.
- Neurotic behaviour.
- Affluent neglect.
- Failure to develop.
- Home alone.
- Adolescent neglect.
- No social relationships.
- Running away.
- Compulsive stealing or scavenging.
- Stealing food/money.
- Scavenging.
- No provision for lunch.
- Missing from Education

Signs of Forced Marriage

- Missing from school
- Requests for extended holidays
- Talk of surprise wedding
- Family history of Forced Marriage

Signs of County Lines Serious Violent Crimes

- Having a relationship of concern with a controlling adult or young person.
- Entering and/or leaving vehicle drive by unknown adults.
- Possessing unexplained amounts of money, expensive clothes or other items.
- Frequenting areas known for risky activities.
- Being groomed or abused via mobile technology.
- Missing for periods of time – truancy.
- Having unexplained contact with hotels, taxi companies or fast food outlets.
- Being found out of their usual area.
- Excessive receipt of texts or calls.
- Evidence of physical injury or assault.
- Significant changes in wellbeing.
- Carrying weapons.
- Decline in academic performance.
- Parental reports of concern.
- Train tickets indicating a journey to another part of the country.
- History of committing offences, substance abuse, anti-social behaviour.

Indicators of Vulnerability to Radicalisation

- Radicalisation refers to the process by which a person comes to support terrorism and other forms of extremism leading to terrorism.
- Students may become susceptible to radicalisation through a range of personal, social and environmental factors. It is vital School Staff are alert to these indicators.
- Identity crisis – the student is distanced from their cultural religious heritage and experiences discomfort about their place in society.
- Personal crisis - this may involve experiencing family tensions, a sense of isolation, low self-esteem. Students may become disassociated from existing friendship groups and involved with new ones. They may be searching for answers to questions about identity, faith and belonging.
- Being in contact with extremist recruiters.
- Accessing extremist websites.
- Possessing extremist literature.
- Joining extremist organisations.
- Significant changes to behaviour
- Experiencing a high level of identity crisis of personal crisis.
- Significant changes to appearance, attitude or behaviour.
- Justifying the use of violence to solve societal issues

Cyber Bullying

- Includes name calling, unpleasant texts, emails via social media or mobile devices
- Incidents should be recorded in line with school policy and sanctioned under the ATLP Behaviour policy
- Seek advice if unsure or persistent

Signs of CSE/CCE

- Unexplained absence from school and home, especially overnight.
- Child is "missing".
- Older boyfriends and multiple boyfriends.
- Dressing much older than they look. Excessive use of make-up, inappropriate dressing.
- Withdrawn, tired, depressed, isolated from friends.
- Lack of interest in school, family, previous friendship groups.
- Evasive and confused responses to questions concerning how they are or what they are doing.
- Having unexplained contact with hotels, taxi companies or fast food outlets.
- Having a relationship with a controlling adult.
- Possessions, unexplained amounts of money, expensive clothes or other items
- Train/road trips to other parts of the country

Peer on Peer Abuse

- Follow normal safeguarding procedures
- Consider 'balance of power'
- Seek advice if unsure or persistent

For other forms of abuse – see Annex A of KCSIE

Advice on Sexting
Sexting is the sharing of images, videos of text by children under the age of 18 that are of a sexual nature or are indecent (including pseudo images) and includes revenge porn. Children need to know that this maybe a criminal offence. Early Years settings should follow the guidance in EYFS re mobile phones and cameras.

Criminal or not? The balance is between natural curiosity/risk taking/exploring relationships and deliberate, harmful, spiteful and illegal. (See 'Sexting in Schools and Colleges – Responding to Incidents to Safeguard Young People (UKCCIS2016))

How to deal with the incident

- Follow normal safeguarding procedures.
- Tell a DSL
- Only view images if authorised by the Head teacher; only search if conducted by a member of the same sex (female teacher to view a girl's phone, male teacher to view a boy's phone)
- Do not download or ask for image to be sent, nor should you print any images
- Always seek advice and guidance

Children with a Disability

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and / or neglect may also include:

- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child
- Not getting enough help with feeding leading to malnourishment
- Poor toileting arrangements
- Lack of stimulation
- Unjustified and / or excessive use of restraint
- Rough handling, extreme behaviour modification e.g. deprivation of medication, food or clothing, disabling wheelchair batteries
- Unwillingness to try to learn a child's means of communication
- Ill-fitting equipment e.g. callipers, sleep boards, inappropriate splinting
- Misappropriation of a child's finances
- Inappropriate invasive procedures.

It is also worth noting that children with additional needs may be more vulnerable to abuse. This may include disabled children, as mentioned above, as well as those with special educational needs, those with health concerns including mental health, those recently bereaved, homeless and those living with domestic violence or drug/alcohol abusing parents or in poverty.

Responses from parents

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

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

Confidentiality

- Confidentiality cannot be promised to the child. This should be made clear to the child early on in any disclosure.
- Information should be shared with a designated person who will decide who else should know and what to do.
- Staff should be vigilant when sharing personal and confidential information. All confidential information should be shared on a "need to know" basis and via a secure mechanism. This is particularly relevant when sharing information electronically with a third party such as Social Services, NHS and CAMHS. If you are unsure, please seek guidance.
- Additional information and guidance can be found in the ATLP GDPR Data Protection Policy.

How to Respond to a Disclosure

- Do listen carefully to what the child is saying
- Do take the child's statement seriously
- Do write down as soon as you can exactly what the child said after the event
- Do not get the child to write it down or repeat it
- Do tell the child they are good to tell
- Do tell the child it is not their fault
- Do take care of yourself and work out how you are feeling
- Do ask open questions.

How Not to Respond to a Disclosure

- Do not panic
- Do not rush off and find someone else to listen
- Do not promise to keep things secret
- Do not lie to the child or say everything will be fine now they have told someone
- Do not make judgements of any kind about the abuser especially if a parent
- Do not ask lots of detailed questions

- Do not press for answers a child is unwilling to give
- Do not make assumptions of how the child feels about their experiences
- Do not ask leading questions.
- Record any injuries on a body map where appropriate

Allegations against Staff

- If an allegation is made against a member of staff, the member of staff receiving the allegation should immediately inform the Head teacher. **They should not inform the subject of the allegation.**
- If the allegation concerns the Head teacher or Assistant Head teachers, the member of staff should immediately inform a DSL who should then inform and consult with the Chair of Governors, who will liaise with the LADO team on 08001313126
- **The member of staff should not inform the Head teacher of the allegation.**
- The school policy is available for staff to consult.

Safe Working Practices: Keeping Yourself Safe

Do you know what is expected of you in respect of:

- ***Mobile phone use***:
  Mobile phones should not be used during teaching time or for contact with students or parents. Do not share your personal mobile phone details with students or parents. Use a school phone. Follow the policy of the school in which you are working in relation to mobile phones
- ***Social networking and contact***:
  Ensure sites are set as private. Parents and students should not be listed as approved contacts.
  Don't share personal details, post inappropriate comments.
  Don't engage in activities outside school which might compromise your position in school.
- ***Physical contact***:
  Be wary of any physical contact that might be perceived as inappropriate. Don't become over familiar.
- ***Students in distress***:
  Alert appropriate pastoral staff.
- ***Behaviour management***:
  Be aware of and follow school procedures closely.
- ***One-to-one situations***:
  Be open and overt in these situations. Notify a colleague. Select a room with a window, door open if possible. Be aware of personal space.
- ***Dress and appearance***:
  Promote a positive and professional appearance.
- ***Gifts***
  Received or given of any value, should be declared.
- ***Photography, video and creative arts***:
  Beware of parents who have withdrawn consent. Only use school equipment.
- ***Vigilance***:
  Report any concerning behaviours of students and/or staff to a designated teacher. Ensure these are recorded.
- ***Transporting children in your car***:
  Check you have the right insurance. Always sit the child in the back seat. Take another member of staff with you.

- ***Home visits***
  Take another member of staff with you
- Staff should be mindful of ***Data Protection Regulations***, particularly with regard to sharing sensitive and personal information. For further details see The ATLP GDPR Data Protection Policy or consult your Data Protection Officer.

Key Messages

- Safeguarding and promoting the welfare of children is everyone's responsibility regardless of role or responsibility.
- Child abuse happens everywhere – **Notice Things! Develop your 'professional curiosity'.** Imagine the unimaginable**.**
- If you have concerns about a child **share the concern with the DSL.**
- Do not rely on emails, memos or voicemail. Do not leave until the next day.
- Always consider the worst-case scenario.
- We have a responsibility to report, record, monitor and support.
- Know and follow the child protection procedures.
- There will never be a convenient time, but you must pass your concern on.
- If you are aware of FGM in 18-year-old or under, you must report this to the Police on 101 on the same day (Teachers only).

Key Principles

- Always see the child first, listen to the voice of the child.
- Never do nothing.
- Do with, not to, others.
- Do simple things better.
- Have conversations, build relationships.
- Outcome not output.

Key Processes

All staff should be aware of the guidance issued by Staffordshire Safeguarding Children's Board. Copies are available from Reception or from a DSL.

Staff should all have read and understood the latest copy "Keeping Children Safe in Education DFE September 2019 and Annex A". Copies are available in the staff room and via One Note.

Staffordshire First Response-08001313126

Out of hours -08456042886

Staffordshire LADO 08001313126

NSPCC Helpline-0808 800 5000

All staff should receive safeguarding/child protection training annually. You must ensure that you access this. Staff should inform the school immediately if circumstances regarding their eligibility to work with children changes.

For further information and support regarding social care, education and family services, please access:

www.esas@staffordshire.gov.ukresources

This website is managed by Staffordshire Council and provides information and advice in the above areas.

All staff and volunteers should feel able to raise concerns about poor or unsafe practice in safeguarding. These in the first instance should be raised within school. Where a member of staff or volunteer feels unable to do this or they feel their concerns are not being addressed they should follow the Whistle Blowing Policy. The NSPCC Whistle Blowing helpline is also available as an alternative:

Monday to Friday 0200 028 0285 or email help@nspcc.org.uk

Report concerns to the right person and in person.
Remember: - Report, record, monitor, support

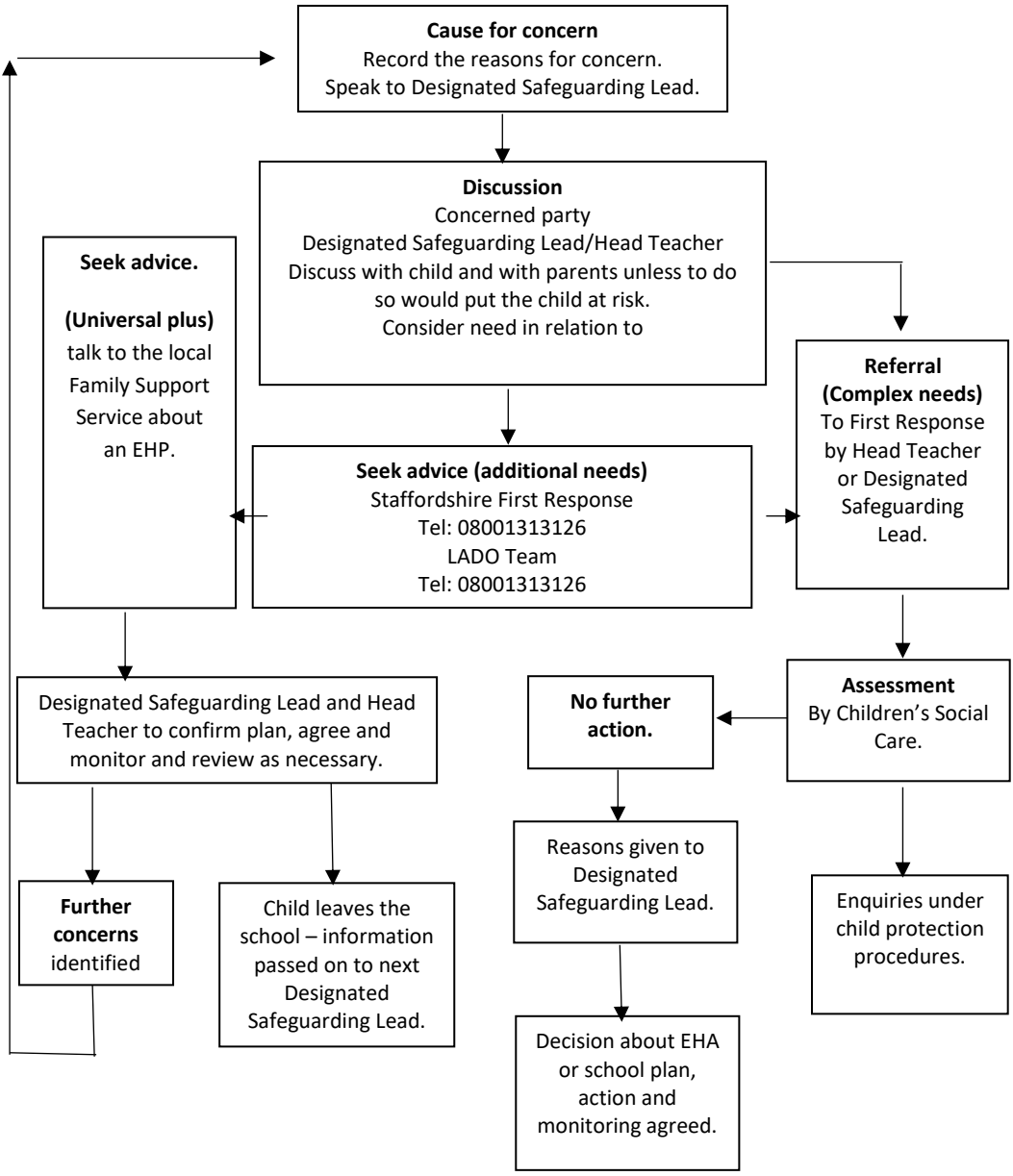
Nominated Governor: Mr Peter Bentley

Chair of Governor: Mr Gary Crowe

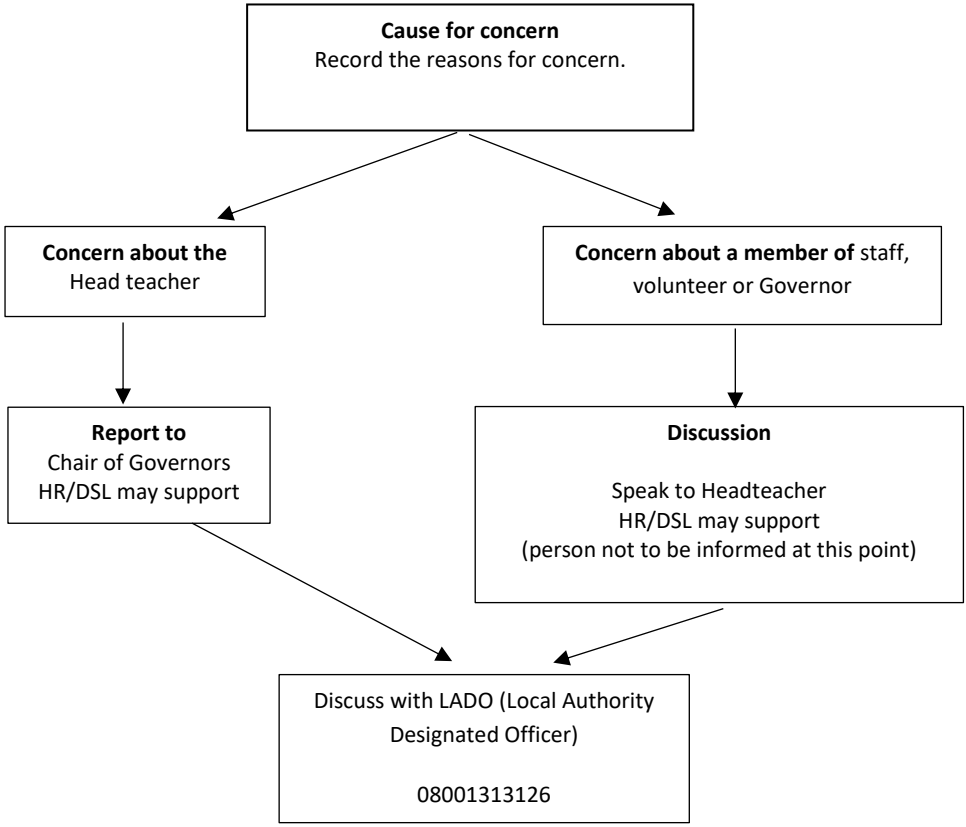
Prevent Governor: Mr Peter Bentley/ Mr Gary Crowe

THE KEY PROCEDURES

RESPONDING TO CONCERNS ABOUT A CHILD



RESPONDING TO CONCERNS ABOUT A STAFF MEMBER OR HEADTEACHER



Concern about the Head teacher - Head teacher must not be informed of the allegation at this point.
Contact details for the Chair of Governors are available at Reception.