

Child Protection/Safeguarding Policy

Evidence of intentions and practice - for the information of staff, governors, parents, LA, OFSTED and DfE

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Approved by:
Personnel Committee

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PARKSTONE PRIMARY SCHOOL

Child Protection Policy

1 Introduction

- 1.1 'Processes and procedures are never ends in themselves, but should always be used as a means of bringing about better outcomes for children. No guidance can, or should attempt to offer a detailed prescription for working with each child and family. Work with children and families where there are concerns about a child's welfare is sensitive and difficult. Good practice calls for effective cooperation between different agencies and professionals: sensitive work with parents and carers in the best interests of the child; and the careful exercise of professional judgement and critical analysis of the available information'. (*Working Together to Safeguard Children – A Guide To Inter-Agency Working To Safeguard And Promote The Welfare Of Children-HM Government 1999*).

Parkstone Primary School takes very seriously its responsibilities for safeguarding children and actively promotes a culture of awareness, openness and vigilance.

This Child Protection Policy should be read in conjunction with the Hull Safeguarding Children Board (LSCB) Guidelines and Procedures. (See Section 7 for further details) It also links to other relevant safeguarding policies within the school (Anti-bullying, Physical Intervention, Attendance, Behaviour, E-safety, Whistle blowing, Health & Safety, Equality). These are available from the school office on request.

2 Safeguarding and promoting welfare and child protection

- 2.1 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 are growing up in circumstances consistent with the provision of safe and effective care;
 - undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

2.2 Child protection

Child protection is a part of safeguarding and promoting welfare. This refers to the activity which is undertaken to protect specific children who are suffering or are at risk of suffering significant harm. Effective child protection is essential to safeguard and promote the welfare of children. However, all agencies should aim to proactively safeguard and promote the welfare of children so that the need for action to protect from harm is reduced.

2.3 Early Help

It is important for children to receive the right help at the right time to address risk and prevent issues escalating. Therefore, at Parkstone Primary we aim to identify where early interventions are needed to support families in need by closely monitoring children and highlighting any emerging issues. If necessary, and with appropriate consent, information is

shared and/or meetings are convened with other professionals to support effective early help assessments for the child and family.

2.4 **Children in Need**

Children who are defined as 'in need', under section 17 of the Children Act 1989, are those whose vulnerability is such that they are unlikely to reach or maintain a satisfactory level of health or development, or their health or development will be significantly impaired, without the provision of services. This includes those children with a disability.

2.5 **Significant Harm**

Some children are in need because they are suffering or likely to suffer significant harm. The concept of significant harm is the threshold that justifies compulsory intervention in family life in the best interests of the child, and gives the Local Authority a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer, significant harm.

3 **Code of Conduct**

3.1 The Governing body of Parkstone Primary School supports the ethos of safeguarding children and also protecting the adults within our school. Governors believe that it is not enough to assume that adults within the school have an understanding of what is expected of them in terms of conduct. As such, Governors have developed a Code of Conduct which clearly outlines the parameters of acceptable behaviour which is intended to both support and protect all adults. This will:

- keep children safe by clarifying which behaviours constitute safe practice and which behaviours should be avoided;
- assist adults working with children to work safely and responsibly and to monitor their own standards and practice;
- support the school in giving a clear message that unlawful or unsafe behaviour is unacceptable and that, where appropriate, disciplinary or legal action will be taken;
- minimise the risk of misplaced or malicious allegations made against adults who work with children and young people;
- reduce the incidence of positions of trust being abused or misused.

3.2 ***This must be followed by all adults within the school.***

3.3 Our Child Protection policy should be applied consistently by all adults within the school. The policy applies to all staff, governors and volunteers working in the school.

3.4 Every child has the right to a safe, caring environment in which to grow and develop. During their time in school children should feel safe and secure, and be able to discuss their feelings and concerns with, and listened to by, all adults within our school.

3.5 Child Protection procedures play a vital role in developing the kind of environment in which children feel confident in discussing things that may be troubling them. It also provides a structure which deals effectively with concerns and incidents of harm.

4 **Aims**

4.1 We aim to protect and safeguard children by

- Ensuring that all staff / volunteers are carefully selected, trained and supervised (See Single Central Record)
- Having a Child Protection Policy and Procedure and regularly reviewing and updating this in line with national and local policy developments.

- Ensuring that all staff and volunteers are familiar with the Child Protection Policy and Procedure plus the DfE guidance Keeping Children Safe in Education (Part 1). All new staff and volunteers are informed about the school's Child Protection Policy and Procedures by the Child Protection Coordinator before they take up a position at the school.
- Ensuring that all staff / volunteers attend appropriate Local Safeguarding Children Board (LSCB) Child Protection Training.
- Ensuring that Parkstone Primary School has a designated Child Protection Coordinator and that all staff and volunteers are aware of the named person and process of reporting concerns to them.
- Assessing the risk that children and young people may encounter and taking steps to minimise and manage this.
- Letting parents, carers, children and young people know how to report concerns about a child, young person, staff member or volunteer or complain about anything that they are not happy about.
- Giving children, young people, parents and carers information about what Parkstone Primary School does and what you can expect
- Developing children's knowledge and understanding of how to protect themselves as well as the skills and qualities they need to stay safe and free from abuse.
- The development of knowledge, understanding, skills and competencies and developing responsibility in children, helping them to make informed judgements and making effective decisions.

5 Every Child Matters

- 5.1 The Children's Act 2004 identified five outcomes to support a radical improvement in opportunities for our children:
- Be healthy
 - Stay safe
 - Enjoy and achieve
 - Make a positive contribution
 - Achieve economic well-being
- 5.2 Parkstone Primary School recognises its responsibility under this framework and is totally committed to ensuring that our children are safe from maltreatment including physical and emotional harm, neglect, violence, and sexual exploitation.
- 5.3 **Operation Encompass** is a partnership between the Police and designated school staff, known as Key Adults. Working together to safeguard children, the Police will inform the Key Adults within schools, about any incident where the child or young person has been present or exposed to domestic abuse. The information shared with the school's trained Key Adult allows the provision of immediate early intervention through overt or silent support, dependent upon the needs and wishes of the child.

6 Child Protection Coordinator

- 6.1 The Child Protection Coordinator for Parkstone Primary is Mrs Sarah Waller. If for any reason the Child Protection Coordinator is not available then Mr Jonny Rogers (Deputy Head) will assume the role of Child Protection Coordinator.
- 6.2 Where there are concerns about the welfare of any child or young person all staff / volunteers have a duty to share those concerns with the designated Child Protection Coordinator.
- 6.3 The Child Protection Coordinator is responsible for:

- Monitoring and recording concerns about the well being of a child or young person.
- Making referral to the Local Authority Children's Services
- Liaising with other agencies
- Arranging training for staff / volunteers

- 6.4 The Child Protection Coordinator, after receiving a referral, will act on behalf of Parkstone Primary School in referring concerns or allegations of harm to Local Authority Children's Social Care or the Police Protecting Vulnerable People Unit.
- 6.5 If the Child Protection Coordinator is in any doubt about making a referral it is important to note that advice can be sought from Local Authority Children's Social Care. The name of the child and family should be kept confidential at this stage and will be requested if the enquiry proceeds to a referral.
- 6.6 The Child Protection Coordinator may share limited information on a need to know basis amongst the staff / management but respecting the need for confidentiality.
- 6.7 It is not the role of the Child Protection Coordinator to undertake an investigation into the concerns or allegation of harm. It is the role of the Child Protection Coordinator to collate and clarify details of the concern or allegation and to provide this information to the Local Authority Access & Assessment Team, or Locality POD if Children's Social Care is already involved, whose duty it is to make enquiries in accordance with Section 47 of the Children Act 1989.
- 6.8 The Child Protection Coordinator and the Headteacher will liaise closely with each other on all Child Protection issues. The Child Protection Coordinator will also work alongside other agencies to prevent harm occurring and act accordingly if or when harm does occur.
- 6.9 The Child Protection Coordinator will endeavour to keep updated on all policies and procedures as recommended by the Local Safeguarding Children Board Guidelines.
- 6.10 It is both a requirement and an entitlement that our Child Protection Coordinator takes part in professional development related to Child Protection. They will disseminate information to all staff to ensure that they are kept updated on changes to Child Protection regulations and arrange appropriate staff development in response to the needs of the school, individuals and changes in Child Protection guidance. Our Governor for Child Protection is Mrs L Huckstep.
- 6.11 The Child Protection Coordinator undertakes specific inter-agency training on appointment which enables them to work in partnership with other agencies, and gives them the knowledge and skills needed to fulfil their role. In order to maintain their knowledge and skills the Child Protection Coordinator undertakes refresher training at two yearly intervals.

7 Local Safeguarding Children's Board Guidelines

- 7.1 Parkstone Primary School will endeavour to follow the Local Safeguarding Children's Board guidelines. This is accessible from <http://hullscb.proceduresonline.com>
- 7.2 It is the responsibility of the Child Protection Coordinator to ensure that all staff are aware of these guidelines together with any updates and the recommended procedures to be followed.
- 7.3 All staff have child protection training that equips them to recognise and respond to child welfare concerns. The school maintains a record of child protection training, which includes teaching and non-teaching. Every staff member undertakes appropriate refresher training every three years.
- 7.4 As part of our induction process, all new members of staff will be informed of the school's Child Protection procedures and safeguarding arrangements by the Child Protection Coordinator. This arrangement encompasses all adults engaged within the school.

- 7.5 Every new member of staff will have an induction period that will include essential safeguarding information. This programme will include basic safeguarding information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record and issues of confidentiality. The induction will also remind staff of their responsibility to safeguard all children at our school and the remit of the role of the Child Protection Coordinator.
- 7.6 All volunteers and temporary staff to our school will be provided with the same level of information in relation to safeguarding.

8 Code of Practice

- 8.1 Staff / Volunteers / children should always;
- Take all allegations, suspicions or concerns about abuse that a young person makes seriously (including those made against staff) and report them through the procedures.
 - Provide an opportunity and environment for children to talk to others about concerns they may have.
 - Provide an environment that encourages children and adults to feel comfortable and confident in challenging attitudes and behaviours that may discriminate others.
 - Risk assess situations and activities to ensure all potential dangers have been identified.
 - Treat everyone with dignity and respect.
- 8.2 Staff / volunteers / children should not;
- Permit or accept abusive or discriminatory behaviour.
 - Engage in inappropriate behaviour or contact in or out of school,
 - Use inappropriate or insulting language.
 - Show favouritism to anyone.
 - Undermine or criticise others.
 - Give personal money.
- 8.3 Mobile phones and cameras:
Staff must not use mobile phones in rooms where children are present, including those where children are cared for.

It is appropriate to take photographs of children to capture a curriculum activity, an assessment or a celebration of school life using school equipment providing we have permission to do so from the parents. Staff must not, however, use their personal mobile phone, camera (still or moving images) or other devices to take, edit or store images of children from this school.

9 Reporting concerns or Allegations of abuse

- 9.1 If any member of staff suspects that a child may be being harmed in any way they should report this to the Child Protection Coordinator by the end of the school day in which the concern was raised or as soon as is practical thereafter. The concern should be **accurately recorded** on the concern form (Appendix 1) then signed and dated and finally handed to the Child Protection Coordinator.
- 9.2 In some circumstances it may be appropriate for the class teacher to keep an ongoing chronology sheet with dates and concerns entered. These should be signed after each entry.
- 9.3 Any concerns of a potential Child Protection nature made by a child to a member of staff or volunteer should be recorded in the child's own words. As far as possible, the following basic principles should be adhered to:

- Listen to what the child has to say with an open mind
- Do not ask probing or leading questions designed to get the child to reveal more
- Never stop a child who is freely recalling significant events
- Make note of the discussion, taking care to record the timing, setting and people present, as well as what was said
- Never promise the child that what they have told you can be kept secret. Explain that you have responsibility to report what the child has said to someone else.

- 9.4 Any marks, which may be noticed by a member of staff, should be recorded on the relevant diagram (Appendix 6 / 7)
- 9.5 The appendices to this policy contain information to support staff in recognising signs and symptoms of abuse. This information should help staff in deciding whether a referral to the Child Protection Coordinator is necessary. If in doubt, staff should discuss the matter with the Child Protection Coordinator who will decide if the incident needs to be noted and reported to appropriate outside agencies.
- 9.6 The Child Protection Coordinator will record all concern forms received onto a chronology sheet (Appendix 2) in the child's individual Child Protection file. These files are kept in a locked cabinet belonging to the Child Protection Coordinator.

10 Contact with Parents

- 10.1 The Local Safeguarding Children's Board guidelines state that when a member of staff suspects significant harm, the Headteacher and the Child Protection Coordinator must be informed immediately. **At this stage, there should be no contact with the parent / carer.**
- 10.2 Before a referral is made to the appropriate agency the Child Protection Coordinator will endeavour to contact the parents unless:
- in the opinion of the Child Protection Coordinator, the child may be placed at greater risk by doing so or
 - the Child Protection Coordinator has been advised not to do so by a member of the Local Authority's Child Care Team

11 Seeking Consent for a Referral

- 11.1 Professionals should seek in general to discuss any concerns with the family (including the child where appropriate) and where possible seek their agreement to making referrals to the Local Authority Access & Assessment Team. This should only be done where such discussion and agreement seeking will not place the child at an increased risk of significant harm.
- 11.2 So in general where concerns about a child relate to Section 17 children 'in need' (Children Act 1989) consent should be sought from the parents, carer or children where appropriate prior to a referral being made to the Local Authority Child Care Team.
- 11.3 It should be noted that parents, carers or child may not agree to information being shared, but this should not prevent referrals where child protection concerns persist. The reasons for dispensing with consent from the parents, carer or child should be clearly recorded.
- 11.4 In cases where an allegation has been made against a family member living in the same household as the child and it is your view that discussing the matter with the parent would place the child at risk of harm, or where discussing it may place a member of staff / volunteer at risk, consent does not have to be sought prior to the referral being made.

- 11.5 If you are unsure about whether to seek parental consent prior to a referral being made then seek advice from the duty social worker at the relevant Locality POD.

12 Making a Referral

- 12.1 Referrals of all children in need, including those where there are child protection concerns will be made to Social Care – Access & Assessment team or Police Protecting Vulnerable People Unit. If out of hours, this should be the Immediate Help Team
- 12.2 The Child Protection Coordinator should make the referral as appropriate. The referrer should be prepared, where possible, to give the following information;
- The nature of the concerns / allegation.
 - Whether the child will need immediate action to ensure their safety.
 - Are the parents aware of the concerns? Has consent for the referral been sought? If not, the reasons for this?
 - Factual information about the child and family, including other siblings.
 - The nature of your involvement with the family.
 - Other professionals involved with the family.
 - The source of your referral, is it based on your own assessment of the needs of the child, a reported allegation or disclosure, or has the concern been reported to you by another person, if so who?
 - Child's current whereabouts and when they were last seen
 - If you consider the child suffering or at risk of suffering significant harm, who is the source of that harm and their current whereabouts?
- 12.3 When a verbal referral is made this will be confirmed in writing by the Child Protection Coordinator within 48 hours and a copy sent to the Children, Young Peoples and Family Services section of Kingston upon Hull City Council.
- 12.4 Children's Social Care should acknowledge a written referral within one working day of receipt. However, if no response is received within 3 working days, contact should be made again to Children's Social Care.

13. Allegations against Staff Members / Volunteers

- 13.1 The school has adopted the Local Authorities Current Whistle Blowers Policy and as such any concerns raised by any adult about the behaviour or conduct of another adult in school can be done so without fear of repercussions.
- 13.2 Any member of staff /volunteer who has a concern about the behaviour or conduct of another individual working within the school will report the nature of the allegation or concern to the Head immediately. The member of staff who has a concern or to whom an allegation or concern is reported should not question the child or investigate the matter further.
- 13.2 The Head will report the matter to the Designated Officer for Schools, Suzanne Wilson (615338), who will liaise with the Local Authority Designated Officer (LADO).
- 13.3 In the case that the concern or allegation relates to the Head, the Chair of Governors should be contacted. The Chair of Governors will report the matter to the Designated Officer for Schools (Dan Horne)
- 13.4 In cases where there is an immediate risk to any child or young person, the information must be passed to Local Authority Children's Social Care or the Police, as soon as possible

- 13.5 Responding to a complaint or an allegation
The person to whom an allegation or concern is reported should not question the child or investigate the matter further and should:
- Treat the matter seriously,
 - Avoid asking leading questions and keep an open mind,
 - Communicate with the child (if the complainant) in a way that is appropriate to the child's age, understanding and preferred language or communication style,
 - Make a written record of the information (where possible in the words a child used), including
 - When the alleged incident took place (time and date)
 - Who was present (witnesses)
 - What was said to have happened,
 - Sign and date the written record,
 - Report the matter immediately to the Designated Officer for Schools or in her absence the Local Authority Designated Officer directly.
- 13.6 Under the Education Act 2011, it is a criminal offence to publish material that may lead to the identification of the teacher who is subject to an allegation before they are charged. This legislation applies to all stakeholders and parents/carers, and includes any form of disclosure which is addressed to the public at large or any section of the public ie social networking sites, speaking to the press, playground or staff room gossip etc.
- 13.7 Parkstone Primary adheres to the Department for Education, Keeping Children Safe in Education, 2016.

N.B. Children/young people must not be asked to produce or sign any statement. This could undermine any potential investigation.

13.8 Allegations against other pupils

A pupil against whom an allegation of abuse has been made may be fixed term excluded from the school pending an investigation and the school Behaviour policy may apply. The school will take advice from Children's Social Care and/or the police on the investigation of such allegations and will take appropriate action to ensure the safety and welfare of all pupils involved.

14 Role of the Governing Body

- 14.1 The Governing Body will ensure the school:
- Has a child protection policy and procedures in place which is in accordance with LA guidance and locally agreed inter-agency procedures and available to all school personnel and parents on request
 - Operates safe recruitment procedures by making sure all appropriate checks are carried out on new staff, volunteers and parents who work with children
 - Keeps and maintains a Single Central Record of all staff checks (including volunteers, and supply staff.
 - Has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance issued by the DfE, LA and Hull Safeguarding Children Board
 - Has a member of the Governing Body (usually Chair) the responsibility for liaising with the LA and partner agencies in the event of an allegation of abuse being made against the Head
- 14.2 The Governing Body will also undertake appropriate training to ensure they are able to carry out their duties to safeguard pupils and staff at our school

15 Confidentiality

- 15.1 It is important to remember that all Child Protection issues are confidential and should not be discussed with colleagues. However, the Child Protection Coordinator or Headteacher will disclose personal information about a pupil to other members of staff on a need to know basis only.

16 Children leaving and transferral of Child Protection records

- 16.1 When any child is transferring to another school then the Child Protection Coordinator should be informed as a matter of course. In turn the Child Protection Coordinator will then forward any Child Protection records to the Headteacher of the receiving school. They should be marked as 'confidential'. Any Child Protection records that need to be discarded will be shredded, once confirmation of safe receipt has been received.

17 Recruitment and Selection Procedures

- 17.1 Parkstone Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.
- 17.2 As part of our 'Selection and Recruitment of Staff Procedures' Parkstone Primary School will endeavour to comply with the Safe Recruitment and Selection Guidance for schools issued by Kingston Upon Hull City Council. This will include an enhanced Disclosure and Barring Service (DBS) check for **all** staff.
- 17.3 This school operates a rigorous and robust recruitment process that gathers evidence about candidate's suitability to work with children as well as their suitability for the post and has proactive safeguarding procedures in place that address inappropriate behaviour.
- All paid staff and regular volunteers with access to children and young people or sensitive information relating to children will be required to undertake an enhanced DBS check.
 - All staff working directly with children or with access to sensitive information will be required to complete LSCB Child Protection Level 1 Training. Their training will be reviewed in supervision with guidelines, currently every 3 years.
 - All staff are required to read the Child Protection Policy plus Part 1 of Keeping Children Safe in Education. All volunteers are informed of whom to speak to should they have any concerns. This will be reviewed to ensure up to date knowledge
 - All staff complete an application form, including details of previous employment, details of any conviction for criminal offences (including spent convictions under the Rehabilitation of Offenders Act 1974), agreement for an enhanced DBS check, permission to contact two referees, including their current or most recent employer (which should be taken up)
 - The potential staff member will be interviewed for their suitability for the post, following LA guidance re safeguarding.
 - New staff will have a period of induction where they will complete any induction training and access internal policies.
- 17.4 A person who is barred from working with children or vulnerable adults will be breaking the law if they work or volunteer, or try to work or volunteer with those groups. If Parkstone Primary knowingly employs someone who is barred to work with those groups they will also be breaking the law. If there is an incident where a member of staff or volunteer has to be dismissed because they have harmed a child, or would have been if they had not left, Parkstone Primary will notify the Disclosure and Barring Service.
- 17.5 Parkstone Primary School follows the advice in 'Keeping Children Safe' document detailing the requirement for childcare disqualification checks to be carried out on relevant staff

working with children. This regulation prohibits anyone who is disqualified themselves under the Regulations, or anyone who lives in the same household as a disqualified person, from working in a relevant setting, including in schools. Staff are required to complete the form provided by the DfE.

17.6 Induction

When new staff join our school, they will be informed of the safeguarding arrangements in place. They will be given a copy of the school's safeguarding policy and told the name Child Protection Coordinator.

Every new member of staff will have an induction period that will include essential safeguarding information. This programme will include basic safeguarding information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record and issues of confidentiality. The induction will also remind staff of their responsibility to safeguard all children at our school and the remit of the role of the Child Protection Coordinator.

All volunteers and temporary staff to our school will be provided with the same level of information in relation to safeguarding.

18 Anti Bullying

- 18.1 Parkstone Primary School's Anti Bullying Policy is reviewed in conjunction with the school's Behaviour Policy and E-Safety Policy. All staff should be aware that to allow or condone bullying could constitute a child protection issue. All allegations of bullying should be taken seriously and responded to promptly. For further guidance please refer to our Anti Bullying Policy.

19 Discriminatory behaviour – racial, gender, ethnicity, sexual orientation

- 19.1 At Parkstone Primary School we vehemently oppose discrimination, or discriminatory behaviour, on any grounds and will respond promptly to any such incidents. We strive to provide an environment and curriculum which both raises awareness and promotes the celebration of difference and diversity.
- 19.2 Staff should be aware that to ignore a discriminatory act, whether single or repeated could constitute a breach of their duty of care and become a Child Protection issue. Incidents should be reported to the SEND, who will liaise with the Headteacher. For further guidance please refer to our Race Equality and Community Cohesion policies.
- 19.3 We cannot emphasise our responsibilities to our children too strongly. **If anyone has any concerns or doubts, then please liaise with the Child Protection Coordinator.**
- 19.4 **Child Sexual Exploitation (CSE)**

CSE occurs when a child or young person or another person, receives 'something' (eg food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child or young person performing sexual activities, or another person performs sexual activities on a child or young person.

The presence of any significant indicator for sexual exploitation should trigger a referral to Children's Social Care Access & Assessment team.

Significant indicators:

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

Refer to HSCB guidance for practitioners

19.5 Radicalisation and Extremist behaviour

At Parkstone Primary School we assist our children to become more resilient to the messages of violent extremists through creating an environment where all young people learn to understand others, value and appreciate diversity and develop skills to be able to debate. Through the balanced curriculum we offer we will help young people learn and explore the values of different faiths in cultures.

19.6 Female Genital Mutilation

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Section 5B of the Female Genital Mutilation Act 2003 places a statutory duty upon teachers to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. In addition, it is illegal for someone to arrange for a child to have this procedure. Therefore, if concerns are raised about the possibility of this taking place Children's Social Care will be notified.

20 Contacts

Children's Social Care (Local Authority)

Access & Assessment Team (01482) 448879

Immediate Help Team (01482) 788080

Child Protection Administrator (01482) 790933

Designated Officer for Schools (Dan Horne) (01482) 615338

Local Authority Designated Officer (01482) 790933

Police Protecting Vulnerable People Unit (01482) 578488

Crisis Resolution Team (01482) 335790

The Governing Body will review all policies and procedures in relation to safeguarding on an annual basis.

Appendices

Appendix 1	Child Protection form – Disclosure / Cause for concern
Appendix 2a	Chronology sheet – for Welfare logs
Appendix 2b	Chronology sheet – for CP folders
Appendix 3	What is child abuse?
Appendix 4	Signs and symptoms
Appendix 5	Parameters of monitoring
Appendix 6	Report sheet for marks of bruises
Appendix 7	Physical Harm



**Parkstone Primary School
DISCLOSURE / CAUSE FOR CONCERN FORM**



NAME OF CHILD: **DATE OF BIRTH...**.....

DATE /TIME OF REFERRAL:

REFERRED BY: **PASSED ON TO:**

CAUSE FOR CONCERN:

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ACTIONS TO BE TAKEN:	✓	DATE	TIME
Referral to social care (new case)			
Referral to social care (existing involvement)			
Parents informed by phone			
Parents asked in for a meeting			
Advice from social care			
Continued monitoring			

OUTCOME:

SENIOR TEACHER/CP: **DATE:**

What is Child Abuse?

Physical Abuse – children are physically hurt, injured or in extreme cases killed.

This can involve hitting, shaking, squeezing, burning or biting. It is also giving children poisonous substances, inappropriate drugs and alcohol, and attempted suffocation or drowning.

Physical Neglect – children are not provided with the basic things they need to survive. This can include not providing food, clothes, warmth and medical care or leaving them alone unsupervised

Emotional Abuse – children are made to feel unwanted, ugly, worthless, guilty or unloved. This can occur when a constant lack of love and affection, or threats, verbal attacks, taunting and shouting can lead to a child's loss of confidence and self esteem.

Sexual Abuse – children are abused by adults who use them to meet their own sexual needs. This may extend to sexual intercourse or more often masturbation and oral sex. Children are sometimes exposed to anal intercourse. They are also sometimes exposed to or used in the production of pornographic material including videos.

Signs and Symptoms

PHYSICAL: Actual or likely physical injury to a child, or failure to prevent physical injury (or suffering) to a child including deliberate poisoning, suffocation and Munchausen's Syndrome by Proxy. ('Working Together' Dept of Health 1992)

Physical Abuse

- Unexplained injuries or burns, particularly if they are recurrent
- Improbable excuses given to explain injuries
- Refusal to discuss injuries
- Admission of punishment that 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
- Running away

Emotional Abuse

EMOTIONAL: Actual or likely severe adverse effect on the emotional and behavioural development of a child caused by persistent or severe emotional ill treatment. This category should be used where it is the main or sole form of abuse. ('Working Together' Dept of Health 1992)

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

Sexual Abuse

SEXUAL: Actual or likely sexual exploitation of a child or adolescent. The child may be dependent and/or developmentally immature. ('Working Together' Dept of Health 1992)

- Sudden changes in behaviour or school performance
- Displays of affection in a sexual way inappropriate to age
- Tendency to cling or need re-assurance
- Tendency to cry easily
- 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 baby-sitter or lodger
- Unexplained gifts of money
- Depression and withdrawal
- Apparent secrecy
- Wetting, day or night
- Sleep disturbances or nightmares
- Chronic illness, especially throat infections and venereal diseases
- Anorexia or bulimia
- Unexplained pregnancy
- Fear of undressing e.g. for sport
- Phobias or panic attacks

Neglect

NEGLECT: The persistent or severe neglect of a child, or the failure to protect a child from exposure to any kind of danger, including cold or starvation, or extreme failure to carry out important aspects of care, resulting in significant impairment of a child's health or development, including non-organic failure to thrive. ('Working Together' Dept of Health 1992)

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Destructive tendencies
- Low self-esteem

These categories for Child Protection register purposes do not tie in precisely with the definition of 'significant harm' in Section 31 Children Act, which will be relevant if court proceedings are initiated. For example, with a case of neglect it will be necessary to consider whether it involves actual or likely 'significant harm' and whether it involves 'ill-treatment' or 'impairment of health or development' (in each case as defined by the Act). The courts may well provide an interpretation of 'sexual abuse' (which is not defined by the Act) which is different from that used above in particular cases, in which cases their definition should be used in relation to those cases.

Parameters of Monitoring

1. Attendance
2. Quality of contact with parents/carers
3. Child's:
 - Body Language
 - Behaviour
 - Play/drawing/writings
4. Medical symptoms
 - Bruising
 - Headaches
 - Tummy aches
 - Tiredness
 - Eating patterns

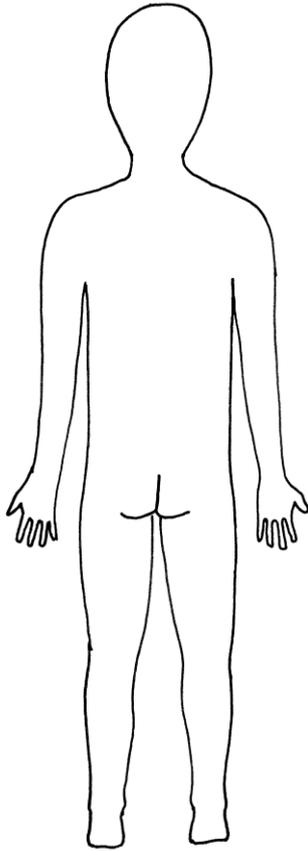
Points to keep in mind when monitoring/recording

1. Observation
 - Structured/unstructured
 - Overtime
 - Balanced
 - Shared
2. Record in detail
 - Date/time
 - Context: activity, routine and interactive setting

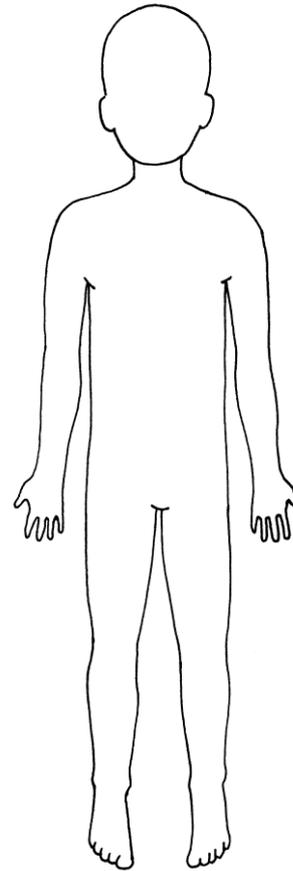
**A CAREFUL SYSTEM OF MONITORING IS BETTER
THEN ILL PREPARED INTERVENTION**

Parkstone Primary School Report Sheet for marks or bruises

PLEASE DRAW, SHADE, SKETCH OR MARK WHAT HAS BEEN OBSERVED ON THE
OUTLINES BELOW



Back
Posterior View



Front
Anterior View

Description of mark or bruise

- 1 Type
- 2 Size
- 3 Colour
- 4 Tenderness

Name of observer:

Signed Date

Physical Harm

Recognizing Abuse

Skull: fracture
bruising or bleeding
under skull (from
shaking)

Eyes: bruising
black (particularly
both eyes)

**Cheek and side
of face:** bruising
finger marks

Mouth torn
frenulum

Shoulders:
bruising grasp
marks

Genitals: bruising

Knees: grasp
marks

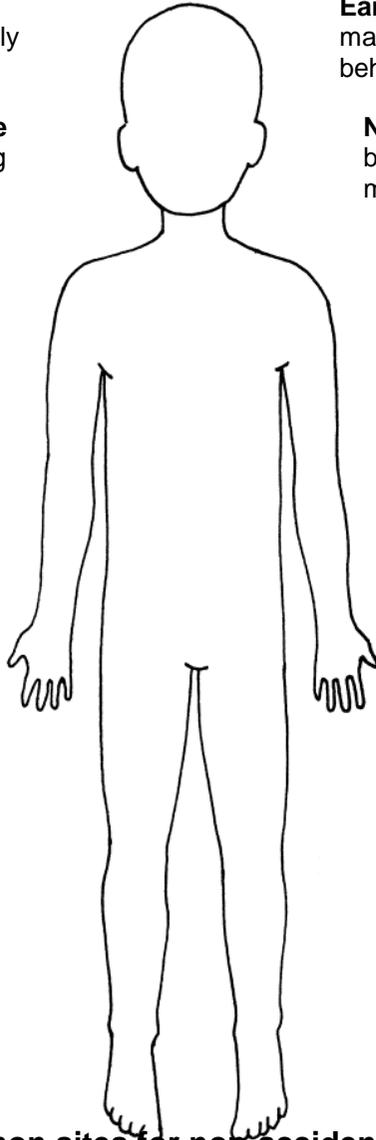
Ears: pinch slap
marks bruising
behind

Neck:
bruising, grasp
marks

**Upper and inner
arms:** bruising,
grasp marks

Chest: bruising,
grasp marks

**Back, Buttocks,
Thighs:**
Linear bruising,
Outline of
belt/buckle
Scalds/burns



Common sites for non-accidental injury

Forehead

Nose

Chin

Bony
Spine

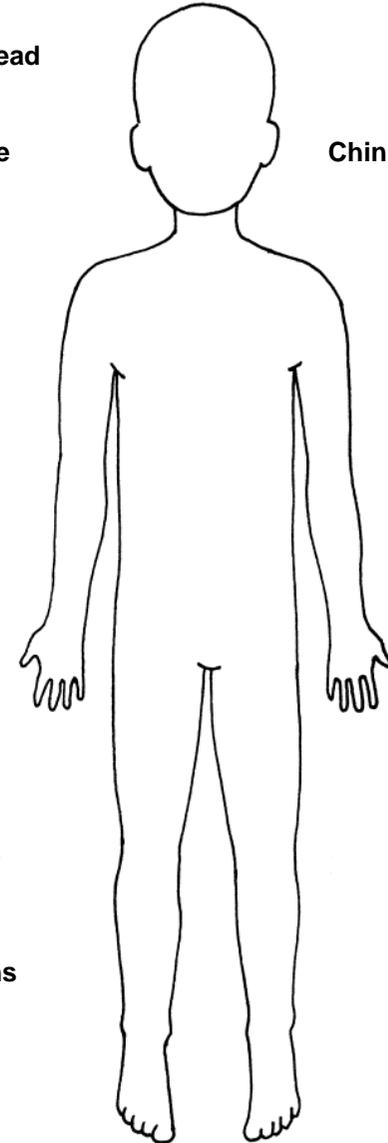
Elbows

Forearm

Hip

Knees

Shins



Common sites for accidental injury

