

Blackshaw Lane
Primary & Nursery School

Safeguarding and Child Protection Policy

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1. KEY CONTACTS

DESIGNATED SAFEGUARDING LEAD (DSL):

Name: Mrs B.O'Neill

Contact Number: 01617706716

DEPUTY DESIGNATED SAFEGUARDING LEAD:

Name: Mrs J. Rodgers

Contact Number: 01617706711

NOMINATED GOVERNOR FOR SAFEGUARDING:

Name: Mrs Victoria McLean

REFERRAL TO STATUTORY SERVICES

During office hours telephone the Multi-Agency Safeguarding Hub (MASH Team): 0161 770 3790/3791.

To make referrals out of hours telephone – Emergency Duty Team: 0161 770 6936

The Safeguarding Lead for Schools and Educational Establishments is available to provide advice and consultancy (including training).

Contact Number: 0161 770 8868

Email: david.devane@oldham.gov.uk

NSPCC CONTACTS

Help for adults concerned about a child : 0808 800 5000

Help for children and young people, call Childline: 0800 1111

This policy has been developed in accordance with 'Work Together to Safeguard Children' (March 2015), Oldham LSCB Child Protection Procedures and **Keeping Children Safe in Education** 2018.

2. STATEMENT OF INTENT

At Blackshaw Lane we believe that the protection of our children is an integral part of the ethos of the school. We seek to create an atmosphere in which children feel secure and that they are encouraged to talk and listen.

The school will follow the procedures as laid down by the Oldham Local Safeguarding Children Board (OLSCB), will respect issues of confidentiality and will give priority to working together with other agencies to protect children in our care, particularly those who have been identified as being at risk of child abuse.

The Governing Body and Local Safeguarding Body takes seriously its responsibility under section 175/157 of the Children Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure that adequate arrangements exist within our school to identify, assess and support those children who are suffering harm.

Blackshaw Lane actively follows all current legislation and procedures regarding disqualification by association and this forms part of the induction process for all staff, students and volunteers.

There are five main elements to our child protection policy;

- To ensure we practise safe recruitment in checking the suitability of staff and volunteers to work with children.
- To raise awareness of child protection issues and equip children with the skills needed to keep them safe
- To develop and implement procedures for identifying and reporting cases, or suspected cases of abuse.
- To support pupils who have been abused in accordance with his/her child protection plan.
- To establish and maintain a safe environment in which children can learn and develop.

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

The school will therefore:

- Establish and maintain an environment where pupils feel safe and secure and are encouraged to talk, and are listened to.
- Ensure that pupils know that there are adults within the school who they can approach if they are anxious or worried about something.
- Include opportunities in the curriculum material which will help pupils develop realistic attitudes to the responsibilities of adult life and how to keep themselves safe from harm or abuse.
- Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from partner agencies.

Blackshaw Lane recognises it is an agent of referral and not of investigation.

3. ROLES AND RESPONSIBILITIES

“If staff have any concerns about a child’s welfare they should act on it. They should not assume a colleague or another professional will take action. Staff should be mindful that early intervention sharing is vital for effective identification, assessment and allocation of appropriate service provision. Staff should not assume that other professionals will share the information that might be critical in keeping children safe”.
(para 26)

2It is emphasised that if staff have a concern they should speak to the DSL or deputies.”
(para 23)

All adults working with or on behalf of children have responsibility to protect them. There are however, key people within schools and the Local Authority who have specific responsibilities under child protection procedures. The names of those carrying out those responsibilities for the current year are listed on the front cover sheet of this document.

It is the role of the Designated Safeguarding Lead (Mrs B O’Neill) to ensure the child protection procedures are followed within the school, and to make appropriate, timely referrals to statutory services in accordance with school procedures. If the Designated Safeguarding Lead is unavailable, the Deputy Designated Safeguarding Lead (Mrs J Rodgers) will act in their absence (see cover sheet). Additionally it is the role of the Designated Safeguarding Lead to ensure that all staff employed, including temporary staff and volunteers, follow the school’s internal procedures and to advise staff and to offer support to those requiring this.

The Designated Safeguarding Lead will on receipt of a child protection concern: check for any existing safeguarding records on the child/family i.e. does the child have an existing child protection plan/Child in Need plan/CAF or been the subject of one previously; any previous referrals to statutory services; recorded any contact with partner agency professionals about the child/family. They will assess the concern and respond in accordance to the training they have received. If in any doubt advice will always be sought from the MASH team.

The Designated Safeguarding Lead provides an annual report for the Governing Body detailing any changes to the policy and procedures; the school’s child protection/safeguarding activities i.e. number of vulnerable children with child protection plans, child in need plans, looked after children and Early Help interventions.

The Governing Body and School Leadership Team are responsible for ensuring that the school follows the safer recruitment processes as part of the school’s recruitment and vetting process, enhanced DBS check on all staff who have regular and unsupervised access to children and young people.

The role of the Nominated Governor for Safeguarding is to ensure that the school has an effective policy, the Local Safeguarding Children Board (LSCB) guidelines are complied with and to support the school in this aspect. Governors must not be given details relating to the individual child protection cases or situations to ensure confidentiality is not breached.

All staff members should be aware of the signs of abuse and neglect so that they can identify cases where children may be in need of help or protection.

Staff members working with children should maintain an attitude of ‘it could happen here’ where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the best interests of the child. (See Appendix 1, 2 and 3)

Female Genital Mutilation mandatory reporting duty for teachers: Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal** duty on **teachers.8** If a **teacher**, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police.

Visitors to School must always sign in at reception and be escorted around school. Visitors with sufficient DBS checks will be required to wear a visitor lanyard. (see volunteer and supply staff induction procedures)

4. REPORTING PROCEDURES

Our school procedure for safeguarding children is in line with Oldham LA and Oldham LSCB child protection procedures. (See Appendix 1 and 2)

We record and monitor child protection concerns records of which are kept in a locked filing cabinet.

Any member of staff, volunteer or visitor to the school who receives a disclosure of abuse, an allegation or suspects that the abuse may have occurred must report it immediately to the DSL or in their absence, the Deputy DSL or another designated member of staff using the in-school recording and notification procedure (Appendix 4). If the DSL, Deputy DSL or another designated member of staff is unavailable or off site, the member of staff can report it directly to Multi-Agency Safeguarding Hub (MASH Team).

The DSL / Deputy DSL or another designated member of staff will immediately refer cases of suspected abuse or allegation to the Multi-Agency Safeguarding Hub (MASH team) on tel: 0161 770 3790/1. A telephone referral should be followed by a written record of the referral which will be faxed/emailed to the MASH team (using the LSCB multi-agency referral form) as soon as possible and within the school day.

The school will always undertake to share information with parents/carers where there is an intention to refer a child to statutory services unless to do so could place the child/ young person at greater risk or harm or impede an investigation by statutory services. (see LSCB Guide to 'Making a Child Protection Referral')

Female Genital Mutilation mandatory reporting duty for teachers: Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal** duty on **teachers.8** If a **teacher**, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police.

5. CHILD DISCLOSURE

It should be recognised that a child or young person may seek you out to share information about abuse or neglect, or talk spontaneously individually or in group when you are present. In these situations you should:

*Listen carefully to the child; do not directly question them.

*Allow the child the time to give an account; do not stop a child from recalling events.

*Make an accurate record of concerns using the school record of concern form.

*Reassure the child that they were right to tell.

*Explain that you cannot promise not to speak to others, but will only pass on the information to those who need to know.

*Pass the concern directly to the Designated Safeguarding Lead or Deputy Safeguarding Lead.

(See Appendix 1, 2 and 3)

6. ABUSE BY CHILDREN AND YOUNG PEOPLE

Members of staff should be aware that children and young people are vulnerable to physical, sexual and emotional bullying by their peers. Any incidents of abuse by children or young people should be taken as seriously as abuse perpetrated by an adult, and reported to the DSL or Deputy DSL or other nominated designated safeguarding staff immediately. Staff should be alert to the possibility that a child or young person who has harmed another may also be a victim and therefore have unmet needs themselves. However, the interests of the victim must always be the paramount consideration and staff should be alert to the fact that there is likely to be a risk to children other than the current victim.

A disclosure or allegation of abuse should always be referred to the local authority MASH team for assessment.

7. CHILDREN WITH SEND

School recognises that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Governing bodies recognise that additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

8. CHILDREN AND FAMILIES NEW TO ENGLISH OR THE UNITED KINGDOM

We recognise that Oldham has experienced a significant increase in children and young people for whom English is not the first language and therefore there is an increased risk of needs going unmet because of language barriers.

Where English is not the first language and/or a child is considered to be vulnerable, efforts should always be made by staff to actively engage with them by talking directly to them about their wishes and feelings, if necessary, through the regular use of an interpreter.

9. TRAINING AND SUPPORT

The Designated Safeguarding Lead and Deputy Designated Safeguarding Lead and all other staff who work with children will undertake appropriate child protection awareness training to equip them to carry out their responsibilities for child protection effectively, that is kept up to date by refresher training at 'regular' intervals as set out in "Keeping Children Safe in Education" 2016. The DSL, Deputy DSL and key governors have undergone safer recruitment training.

The school will ensure that the DSL and Deputy DSL undertake refresher safeguarding training every two years to keep knowledge and skills up to date.

All staff (including governors) will receive child protection/safeguarding training when first appointed as part of their induction.

All Midday Supervisors, Office Administrators, and the Site Manager receive annual training on safeguarding procedures and how to report incidents through the cause for concern referral form. This is led by Mrs. B O'Neill or Mrs J. Rodgers Designated Safeguarding Leads.

We recognise that staff working in school who have become involved with a child who has suffered harm or appears likely to suffer harm may find the situation upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the DSL and / or Deputy DSL to seek further support if required.

We recognise that designated staff should have access to support and appropriate training courses or meetings as organised by the Local Authority.

10. STORING AND SHARING INFORMATION

Any members of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, must make an accurate record as soon as possible noting what was said or seen, putting the event in context, and saving the date, time and location. All teaching staff will input this information onto a concern form. This must be signed by the person making the referral and passed to the DSL or DDSL as soon as possible. (See Appendix 4)

All safeguarding records are kept confidentially and securely in the Headteachers Office in a locked drawer. They are kept separate from pupil records, with front sheet listing dates and a brief entry to provide a chronology this includes communication via email or phone.

An indication of further record keeping is marked on pupil records in the office (SIMS) and this indicates that any sensitive issues relating to that child should be taken to DSL or Deputy DSL. All staff are aware of the children who have additional records but will often not be made aware of the nature and content of this.

If a pupil transfers from the school those files (which are owned/authored by Blackshaw Lane will be copied and forwarded within five working days to the pupil's new school marked confidential and for the attention of the receiving school's DSL. The DSL should consider whether it is appropriate to share any information with the new school or college in advance of a pupil leaving, in addition to the child protection file. The DfE give the example of information that would allow the new school or college to continue to support the victim of abuse and have appropriate support in place for the pupil's arrival. The original paperwork will be kept and archived indefinitely.

11. EARLY HELP

School has a procedure for the early identification of concerns about a child's welfare before they become a child protection concern. These concerns are shared with parents before a Family Early Help request is completed. The Designated Safeguarding Lead works closely with the parents, Family Early Help team and other professionals to carry out Family Early Help meetings.

12. INFORMATION FOR PARENTS/CARERS

Any referrals being made will be discussed with parents/carers. The school upholds the policy laid out by the LEA guidelines. An exception to this would be if discussion with parents were judged to put the child at further risk of harm.

13. PREVENTIVE WORK IN SCHOOL

The school will make use of resources available in the authority to encourage the development of the school as a 'listening' school and children can talk to adults when they have a concern.

The SMSC / SEAL curriculum and sex education curriculum are examined and regularly reviewed to identify any areas in which direct teaching might be appropriate to support children in protecting themselves and in recognising the need to protect others.

The Equality Act 2010 states that, "Schools cannot unlawfully discriminate against pupils because of their sex, race, disability or sexual orientation." At Blackshaw Lane we understand that many young people exploring their individuality will be fearful and potentially face prejudice. Professionals should model acceptance and value diversity at all times. We aim to help children to live, learn, grow and play safely, regardless of issues relating to race, disability, gender and sexuality'

14. ONLINE SAFETY

The school's internet access is acquired via the local authority and includes filtering appropriate to the age of the pupils. The children are taught about the dangers of using the internet and social media platforms including the use of Facebook', Twitter' and 'Bebo'.

The Subject Leader carries out an internet safety questionnaire annually and monitors pupils' responses, which is used to identify next steps and specific work. The results of this survey are shared with parents and governors. As part of the ongoing skills, children are involved in a unit of work on internet safety at an age appropriate level. This involves working with parents around the dangers of the internet, social media, hand held devices and sexting (Year 6)

Staff undertake additional training on how to keep themselves safe using social media platforms. Children are not allowed to bring mobile phones into school. Staff must have their mobile phones on 'silent' during teaching times and these must be kept in a locked unit when not in use. Staff must not have mobile phones in their possession when working with small groups. Staff are prohibited to use their personal cameras or mobiles to photograph pupils. The sending of abusive or inappropriate text messages is strictly forbidden as is the use of mobile phones to take pictures or videos.

Parents are provided with information about using the internet and social media platform through links located on the parents section of the website. The children are routinely taught about e-safety throughout the computing and SMSC curriculum.

15. CHILD MISSING EDUCATION

'Where reasonably possible' schools and colleges should hold more than one emergency contact for each pupil/student (para 55)

16. LSCB THRESHOLDS

In order to support decision making processes and in an attempt to provide some guidance to staff the LSCB has developed this 'Thresholds Guidance'. Thresholds are the tipping points that define what assessments / interventions should be undertaken with children, young people and their families. The use of threshold is the starting point for a dialogue between relevant agencies that focuses on the child's and families' needs in order to decide what the best action to be taken is.

The continuum of need in Oldham has four levels of descriptors agreed by the LSCB, these levels help professionals to decide what assessments / support the children, young people and their families require. The continuum of need model recognises that the needs of children and their families are dynamic and depend upon a range of circumstances, therefore response from the professionals will need to reflect where they are on the continuum at any given point. Children and families level of need and vulnerability across the continuum of need can increase or decrease at any given time.

Level 1 – Universal services: Children where their needs are being met by universal services, such as Housing, Mainstream Education, Primary Health Care, Community Resources and Children's Centres, with telephone/internet advice and the ad hoc home visit.

Level 2 – Early Help Assessment: Children have emerging or are presenting with additional needs then an Early Help Assessment should be undertaken this may possibly identify some short-term interventions from services. At this stage Children's Social Care is not required, the identification of early stresses and provision of services should reduce the likelihood of escalating problems.

Level 3 – Child in Need: Children where there is a high risk of their health and development being impaired without assessment and intervention; and where there are more complex difficulties. Such children may be likely to move into Level 4 without the provision of services based on assessed needs. These may also include children who have been assessed at Level 4 in the recent past.

Level 4 – Child Protection: When it is believed that a child is suffering or is likely to suffer significant harm the local authority must enquire and make an informed decision to ensure the safety and welfare of the child is protected. This must result in a referral to social care.

Types of Abuse (ref: Keeping Children Safe in Education)

All school staff are aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Female Genital Mutilation mandatory reporting duty for teachers: Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal** duty on **teachers**.⁸ If a **teacher**, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police.

Peer on Peer: Safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;

- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

Specific safeguarding issues – see Annex A of Keeping Children Safe in Education 2018 for further information

All staff have an awareness of safeguarding issues- some of which are listed below.

- bullying including cyberbullying
- children missing education
- child missing from home or care
- child sexual exploitation (CSE)
- criminal exploitation (County Lines)
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- hate
- homelessness
- mental health
- missing children and adults strategy
- private fostering
- preventing radicalisation
- relationship abuse
- sexting
- trafficking

17. CONFIDENTIALITY

(also see school's confidentiality policy)

All staff will follow the procedure below:

1. In cases of disclosure or abuse, by either children or adults, we are obliged to share the information with the CPO who will make referrals to social services without delay after speaking to the parents when it is necessary.
2. Monitor and record concerns.
3. Liaise with other agencies.
4. Attend relevant training.

All referrals are confidential; staff will agree to keep all referrals confidential and will not discuss them with any other person.

We recognise that all matters relating to child protection are confidential.

The DSL or Deputy DSL will disclose personal information about a pupil to other members of staff on a 'need to know' basis only.

All staff are aware that they have a professional responsibility to share sensitive information with other agencies in order to safeguard children.

All staff are aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being, or that of any other person.

18. STAFF ALLEGATIONS

If staff have safeguarding concerns, or an allegation is made about another member of staff (including volunteers) posing a risk of harm to children, then:

- this should be referred to the headteacher or principal;
- where there are concerns/allegations about the headteacher or principal, this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school.

All allegations about the behaviour of the adults in our school will be referred without delay to the DSL who will contact relevant agencies, according to ACAP (LSCB) procedures. (See Child Protection Whistle blowing Policy).

There is a local authority procedure for investigating allegations against staff that all staff are aware of. Issues of concern can be discussed with the Local Authority Designated Officer (LADO) Colette Morris on 770 8870. All staff are made aware of Code of Practice Document and have signed to say they have read the document. (See also Allegations Policy)

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team. Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- General guidance on whistleblowing can be found via: Advice on Whistleblowing.
- The NSPCC whistleblowing helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. 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

19. SAFER RECRUITMENT AND DBS

Appointment of staff follows the procedures and guidelines set out in the safer recruitment policy.

All adults (including visitors) who have unsupervised access to children in school will have had the required Section 99 and enhanced DBS checks undertaken. The information will be kept on a single central record held in the Child Protection folder on School Docs.

This policy will be reviewed annually and ratified by the Governing Body with the next review November 2019.

Beverley O'Neill: Designated Safeguarding Lead (DSL)

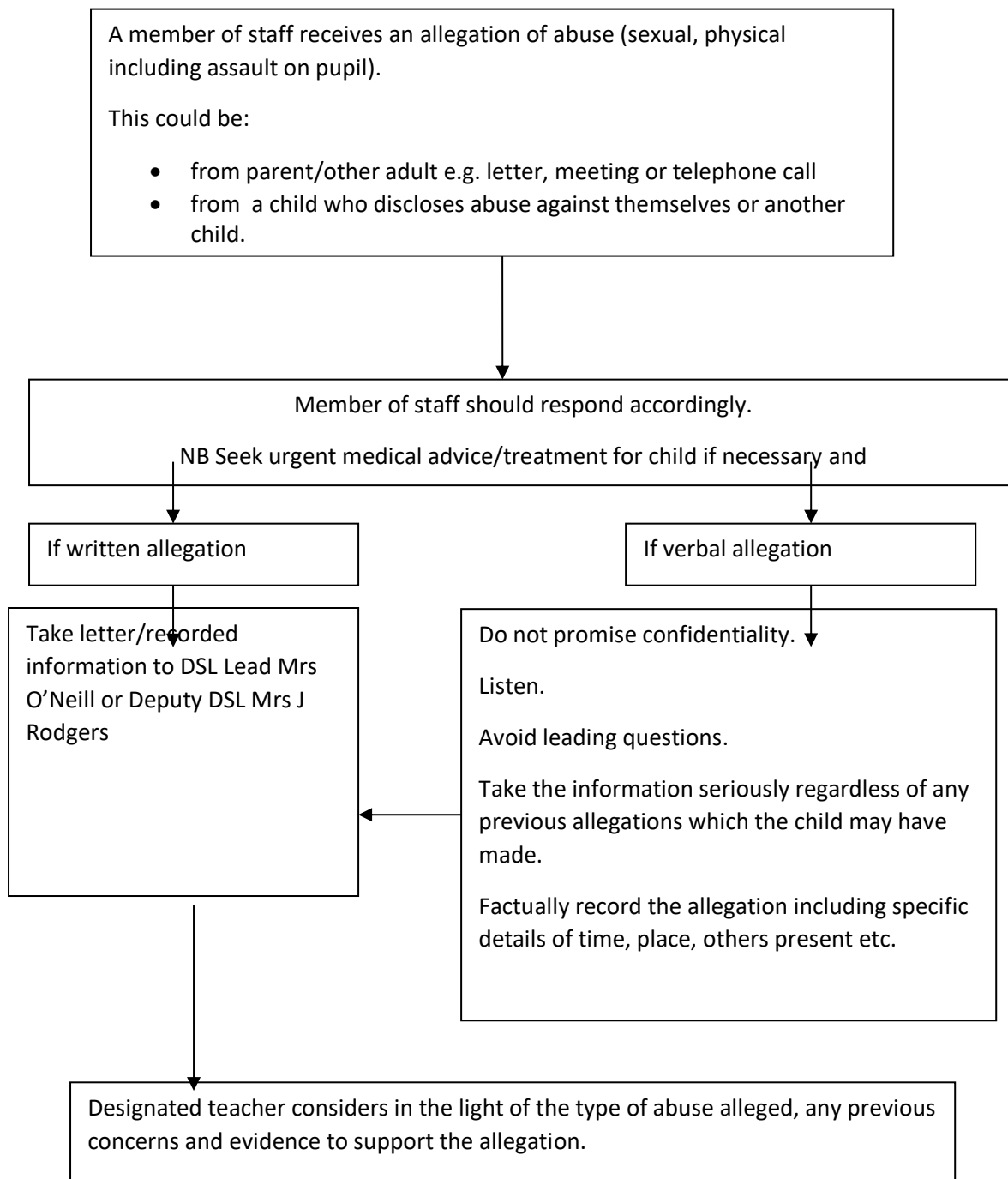
Joanne Rodgers: Deputy Designated Safeguarding Lead

Victoria McLean: Safeguarding Governor

Appendix 1

Action to be taken by any staff on receiving an allegation/disclosure of abuse

Good practice means that the person to whom the child chooses to disclose should listen and record as below so that the child is not expected to repeat the information to a series of people.



Appendix 2

In School Child Protection Procedures.

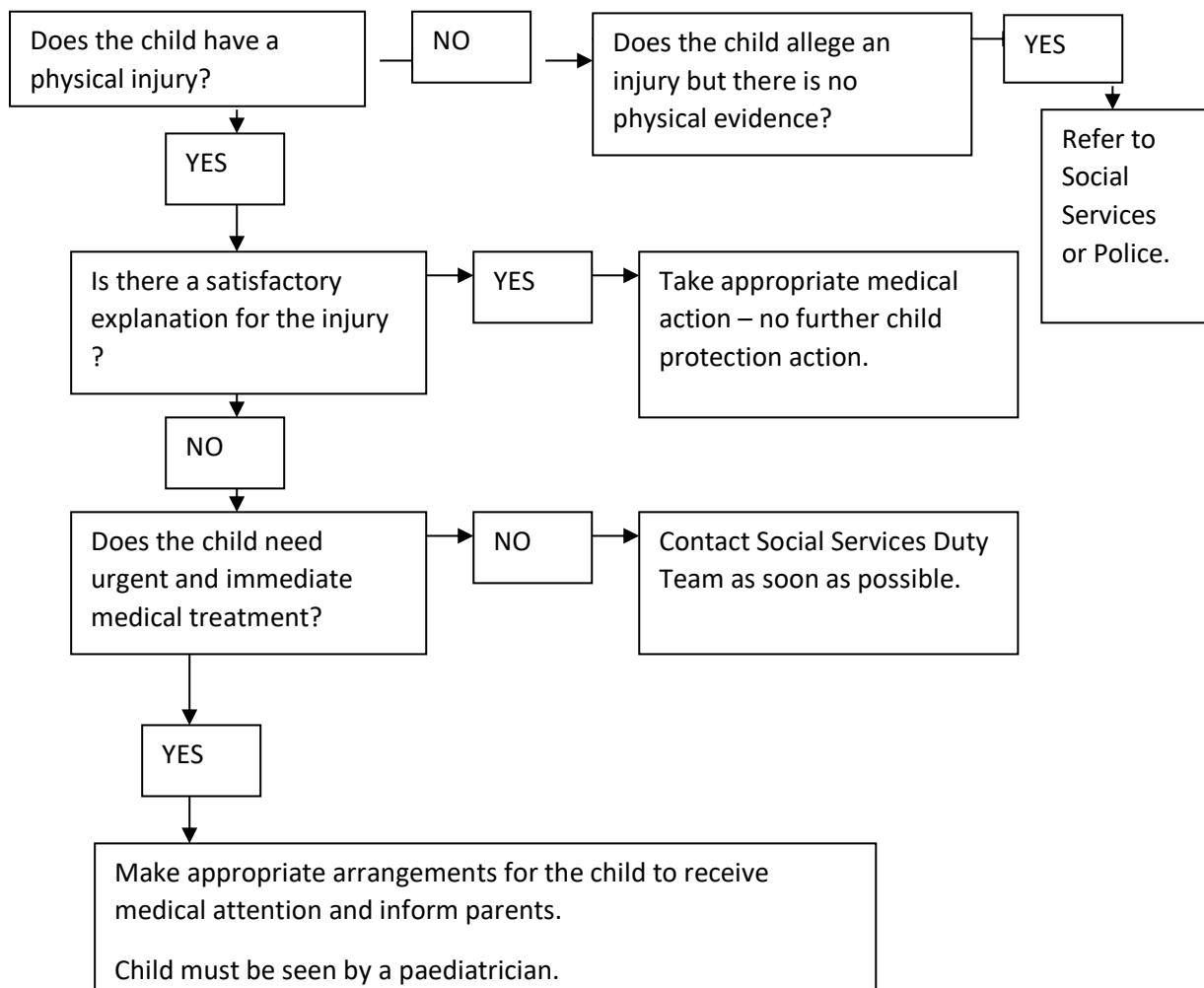
It is essential that parents are informed about our concerns and intended course of action in all cases of suspected child abuse, with the exception of suspected sexual abuse, multiple or organised abuse, or Munchausen’s Syndrome by Proxy.

The different forms of abuse that may precipitate a referral are:-

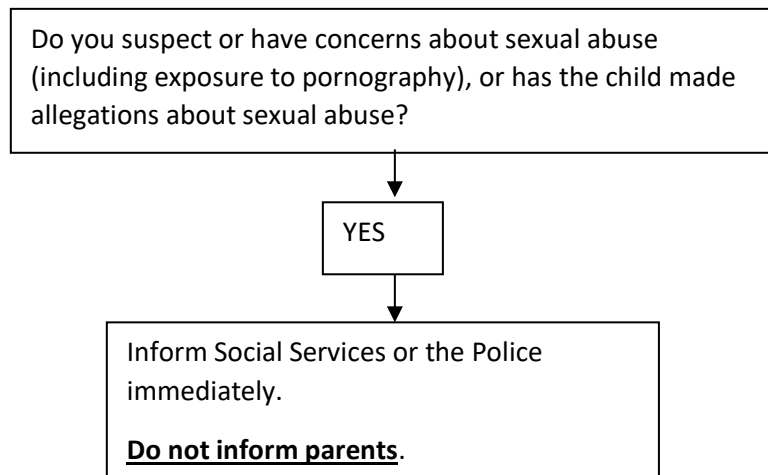
- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

The procedures to be followed after referral to the designated teacher are as listed below.

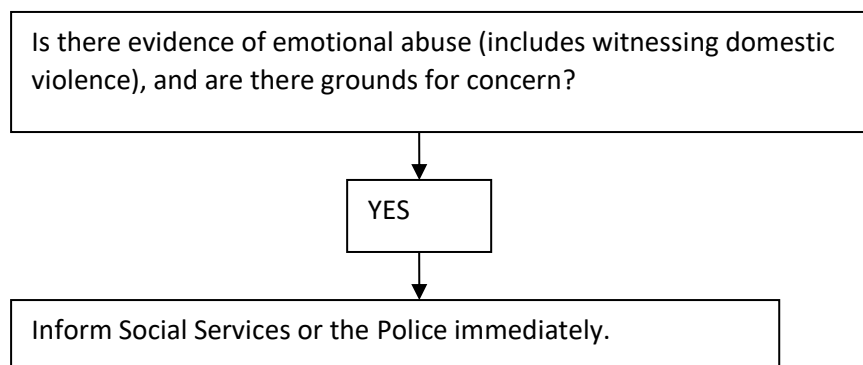
Physical Abuse



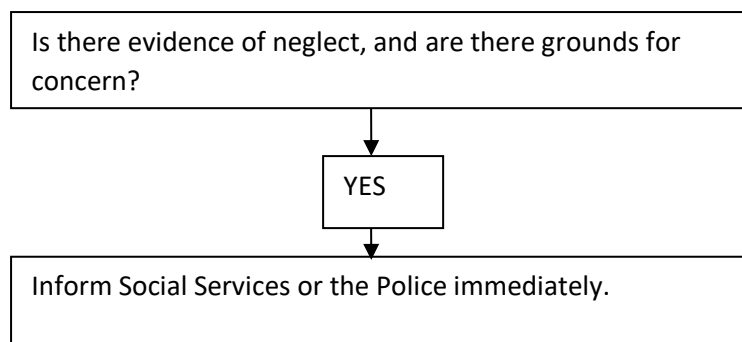
Sexual Abuse



Emotional Abuse.



Neglect



In all cases make a written record of your observations and actions.

Making a referral

All staff should take any concerns about a child to the designated teacher. The designated teacher will then speak to the parents, as appropriate, and make the referral to the Social Services or the Police. The telephone referral must be followed by a written referral within three working days.

Appendix 3

POSSIBLE INDICATORS OF ABUSE

The following is a list of warning signs which MAY be an indicator that a child is being, or has been abused or neglected, or is at risk of abuse. Education professionals should be alert to these warning signs, but should be careful not to assume that abuse is the reason. Some signs can be present in children who are not abused at all. Nor should assumptions be made that they point to any particular form of abuse, simply because a pupil presents with any of these problems. They may suggest abuse if a child exhibits several of them or if a pattern emerges.

Possible signs of Physical abuse:

- Unexplained injuries or burns, particularly if they are recurrent.
- Refusal to discuss injuries.
- Untreated injuries or lingering illness not attended to.
- Shrinking from physical contact.
- Fear of returning home or of a parent being contacted.
- Fear of undressing
- Fear of medical help
- Aggression/bullying.
- Over complicated behaviour or 'watchful attitude'
- Running away
- Significant changes in behaviour without explanation.
- Deterioration in work
- Unexplained pattern of absences, which may serve to hide bruises or other physical injuries.

Possible signs of Emotional Abuse:

- Continual self-deprecation.
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Self-harm or mutilation.
- Compulsive stealing/scrounging.
- Drug/solvent abuse.
- 'Neurotic' behaviour – obsessive rocking, thumb sucking, and so on.
- Air of detachment – 'don't care' attitude.
- Social isolation – does not join in and has few friends.
- Desperate attention-seeking behaviour.
- Eating problems, including overeating and lack of appetite.
- Depression, withdrawal.
-

Possible signs of Neglect

- Constant hunger.
- Poor personal hygiene.
- Inappropriate clothing.
- Frequent lateness or non-attendance at school.
- Untreated medical problems.
- Low self esteem.
- Poor social relationships.

- Compulsive stealing or scrounging.
- Constant tiredness.

Possible signs of Sexual Abuse

- Bruises, scratches, burns or bite marks on the body.
- Scratches, abrasions or persistent infections in the anal or genital regions.
- Pregnancy – particularly in the case of young adolescents who are evasive concerning the identity of the father.
- Sexual awareness inappropriate to the child's age – shown, for example in drawings, vocabulary, games and so on.
- Frequent public masturbation.
- Attempts to teach other children about sexual activity.
- Refusing to stay with certain people or go to certain places.
- Aggressiveness, anger, anxiety, tearfulness.
- Withdrawal from friends.

Possible Signs in older children

- Promiscuity, prostitution, provocative sexual behaviour.
- Self-injury, self-destruction behaviour, suicide attempts.
- Eating disorders.
- Tiredness, lethargy, listlessness.
- Over-complicated behaviour.
- Sleep disturbances.
- Unexplained gifts of money.
- Depression.
- Changes in behaviour.

Possible signs in young children

- Over compliant behaviour.
- Mature sexual behaviour.
- Acting out aggressive behaviour (tantrums.)
- Tummy pains – no medical explanation.
- Child doesn't trust anyone.
- Air of detachment – don't care attitude.



Appendix 4

Blackshaw Lane Primary School In-School Monitoring Concerns Form

Name of child:	
Age / D.O.B:	
Are you reporting your own concerns or passing on those of someone else? Give details.	
Brief description of what has prompted the concerns: include dates, times etc. of any specific incidents.	
Have you spoken to the child? If so, what was said?	
Have you consulted with anyone else? Give details.	
Your name and position:	
Date:	
Signature of Designated Person :	