

Safeguarding: Recognising the Signs of Abuse and Neglect

Date	Review Date	Coordinator	Nominated Governor
September 21 st 2020	September 2021	Sean Flood DSL	Paul Mokwenye

We are aware that ‘Governing bodies and proprietors should ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children’s welfare.’ (Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2019))

Aims

- To have in place a safeguarding and child protection policy and related policies that outline clear procedures to ensure that we meet our responsibilities for safeguarding and promoting the welfare of all children.
- To ensure all school personnel, volunteers and governors have undertaken training in the early identification of abuse and neglect and are aware of the indicators so that they are able to identify cases of children who may be in need of help or protection.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

1.0 Introduction

1.1 We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Children Act 1989
- Education Act 2002
- Female Genital Mutilation Act 2003
- Sexual Offences Act 2003
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Education and Inspections Act 2006
- Children and Young Persons Act 2008
- Childcare (Disqualification) Regulations 2009
- Police Act 1997 (Criminal Records) (No. 2) Regulations 2009
- School Staffing (England) Regulations 2009
- Equality Act 2010
- Education Act 2011
- Protection of Freedoms Act 2012
- Education (Independent School Standards) Regulations 2014
- Non-Maintained Special Schools (England) Regulations 2015
- Counter Terrorism and Security Act 2015

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- Serious Crime Act 2015
- Data Protection Act 2018
- Voyeurism (Offences) Act 2019

1.2 The following documentation is also related to this policy:

- Dealing with Allegations of Abuse against Teachers and other Staff: Guidance for Local Authorities, Headteachers, School Staff, Governing Bodies and Proprietors of Independent Schools (DfE)
- Equality Act 2010: Advice for Schools (DfE)
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2019)
- Mental Health and Behaviour in Schools: Departmental Advice (DfE 2014)
- Information Sharing 2015 (HM Government)
- What to do if you're worried a child is being abused 2015 (HM Government)
- Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children (2018)
- Inspecting Safeguarding in Early Years, Education and Skills Settings (Ofsted)
- School Inspection Handbook (Ofsted)
- The Prevent Duty: Department advice for schools and childcare providers (DfE)
- Mandatory Reporting of Female Genital Mutilation - procedural information (HM Government)
- Guidance for safer working practices (Safer Recruitment Consortium 2019)
- Child Sexual Exploitation - definition and guide for practitioners (DfE 2017)
- Sexual violence and sexual harassment between children in schools and colleges (DfE 2018)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)
- Sexting in Schools and Colleges (UK Council for Child Internet Safety (UKCCIS))
- Preventing youth violence and gang involvement (Home Office)
- Criminal exploitation of children and vulnerable adults: county lines guidance (Home Office)

1.3 We believe this policy should be viewed in **conjunction** with the following policies which have major relevance to safeguarding and promoting the welfare of children:

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| ▪ Acceptable Use of ICT | ▪ Looked After Children |
| ▪ Administration of Medicines | ▪ Manual Handling |
| ▪ Advocates and Independent Visitors | ▪ Medical and First Aid |
| ▪ Anti-Violence, Aggressive and Anti-Social Behaviour | ▪ Mobile Phone Safety and Acceptable Use |
| ▪ Anti-bullying | ▪ Parent and Community Use of Social Media |
| ▪ Anti-Cyber Bullying | ▪ Parent Involvement (Engagement) |
| ▪ Child Gone Missing On or Off Site | ▪ Pastoral Care |
| ▪ Child Missing Education | ▪ Photographic and Video Images |
| ▪ Child Sexual Exploitation | ▪ Positive Handling (Restraint of Pupils) |
| ▪ Confidentiality | ▪ Prevent Duty - Dealing with Extremism and Radicalisation |
| ▪ Dealing with Allegations Against School Personnel | ▪ Pupil Absence on Medical Grounds |
| ▪ Dealing with Sexual Harassment and Sexual Violence | ▪ Pupil Behaviour and Discipline |
| ▪ Disciplinary Procedure | ▪ Relations Education, Sex Education and Health Education |

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- Disclosure and Barring Service Checks
- Domestic Abuse and Operation Encompass
- Drugs Education and Managing Drug Related Incidents
- Eating Disorders
- Educational Visits
- Educational Visits and Terrorist Incidents
- Equal Opportunities
- Exclusions
- E-safety
- Female Genital Mutilation
- Health and Safety
- Hygiene
- Intimate Personal Care
- Intruders
- Knife Crime
- Safe Physical Contact with Pupils
- Safer Recruitment and Retention
- School Based Counselling
- School Personnel Code of Conduct
- School Security
- Searching, Screening and Confiscation
- Self-Harm
- Sharps and Needles
- Sick Child
- Special Educational Needs and Disabilities
- Students on Placement
- Sun Protection
- Supervision of Pupils
- Supporting Pupils with Long Term Medical Conditions
- Troubled and Vulnerable Children
- Uncollected Child
- Visitors, Visiting Speakers and Contractors
- Walking to and From School
- Whistle Blowing

1.4 We recognise that the safety and protection of pupils is the responsibility of all **school personnel and volunteers** as they are in a unique position to notice injuries, marks or bruises when children are undertaking certain activities which might indicate a child has been abused. We believe that we must report and investigate all injuries for the safety and protection of the children in our care.

1.5 We acknowledge that children can be harmed **physically, emotionally, sexually or by neglect**. It is our duty to report any concerns that we have of child abuse as the health, safety and protection of all children is paramount. We are aware that if abuse is suspected by another child then child protection procedures will be applied to both children.

1.6 All school personnel and governors have undertaken training in the early identification of abuse and neglect and are aware of the indicators so that they are able to identify cases of children who may be in need of help or protection. In doubt, they will consult with the designated safeguarding lead.

1.7 School personnel are 'aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.'

1.8 We are aware that risk indicators that are frequently found in cases of child abuse is not proof that abuse has occurred but they must be regarded as indicators of the possibility of significant harm.

1.9 We must be aware that the absence of such indicators does not mean that abuse or neglect has not occurred.

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1.10 We must be alert to the following **non-specific signs** which may indicate that something is wrong with a pupil:

- Suspicious bruises with unsatisfactory explanations
- Suspicious injuries with unsatisfactory explanations
- Self-injury unsatisfactory explanations
- Age inappropriate sexual behaviour
- Significant change in behaviour
- Significant change in attendance
- Aggressive and attention seeking behaviour
- Extreme anger or sadness
- Depression
- Lack of self-esteem

1.11 We must be aware of the potential risk to children when a child appears frightened of either parent/carer or of other associated adults or children.

1.12 We must be alert to when a parent or carer:

- has a record of being persistently late in collecting their child from school;
- appears to be misusing alcohol or drugs;
- appears to be having mental health issues;
- appears to be in a domestic abuse relationship;
- persistently avoids treatment for their child's episodic illnesses;
- persistently refuses to allow home access to healthcare or social services;
- frequently complains about their child and in the child's presence;
- frequently fails give any form of attention or praise to child;
- has unrealistic expectations of their child;
- develops a relationship with a previously known or suspected child abuser