

# North Ealing Primary

# Child Protection Policy

# 2015

This policy should be read in conjunction with other safeguarding policies and in particular the following:-

- <sup>35</sup><sub>17</sub> Anti bullying
- <sup>35</sup><sub>17</sub> Acceptable Use of Technology
- <sup>35</sup><sub>17</sub> Diversity & Equality Opportunities
- <sup>35</sup><sub>17</sub> Behaviour
- <sup>35</sup><sub>17</sub> Health and safety and risk assessments
- <sup>35</sup><sub>17</sub> Health care plans
- <sup>35</sup><sub>17</sub> ICT and e-safety
- <sup>35</sup><sub>17</sub> Whistle blowing
- <sup>35</sup><sub>17</sub> Complaints against staff
- <sup>35</sup><sub>17</sub> Race Equality
- <sup>35</sup><sub>17</sub> Safeguarding
- <sup>35</sup><sub>17</sub> Safer Recruitment
- <sup>35</sup><sub>17</sub> SEN
- <sup>35</sup><sub>17</sub> PSHE

Date	December 2014	
Signed By Chair of Governors	Shirley Kenworthy-Wright	
Date		

This policy applies to all staff, governors and volunteers working in the school. It reflects current legislation, accepted best practice and complies with government guidance: Working Together to Safeguard Children (2013) and Keeping Children Safe in Education (2014) Children Act (2004) Statutory Framework for Early Years foundation Stage (2014)

### **School Commitment**

At North Ealing we recognise the importance of the duty to safeguard and promote the welfare of all our pupils. We will ensure that children taught throughout the school are able to learn and develop and are kept safe and healthy in a secure learning environment that safeguards and promotes their welfare, and takes appropriate action where there are child protection concerns.

### **The five main objectives of this policy are to**

1. Ensure we practise safe recruitment in checking the suitability of staff and volunteers to work with children
2. Raise awareness of child protection issues and equip children with the skills needed to keep them safe
3. Develop and implement procedures for identifying and reporting cases, or suspected cases, of abuse
4. Support pupils who have been abused in accordance with the agreed child protection plan
5. Establish a safe environment in which children can learn and develop.

### **We recognise that, because of their day-to-day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:**

1. Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
2. Ensure children know that there are adults in the school whom they can approach if they are worried.
3. Include opportunities in the personal, social, health and economic (PSHE) curriculum for children to develop the skills they need to recognise and stay safe from abuse.

### **We will follow the procedures set out by the Local Safeguarding Children Board (LSCB) and take account of guidance issued by the DfE to:**

1. Ensure we have a designated senior person for child protection who has received appropriate training and support for this role
1. Ensure we have a nominated governor responsible for child protection
2. Ensure every member of staff (including temporary and supply staff and volunteers) and the governing body knows the name of the designated senior person responsible for child protection and their role
3. Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection
4. Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus
5. Notify social services if there is an unexplained absence of more than two days of a pupil who is on the child protection register
6. Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at case conferences
7. Keep records of concerns about children, even where there is no need to refer the matter

immediately

8. Ensure all records are kept securely, separate from the main pupil file and hard copies of child protection files are in a locked location.
9. Develop and then follow procedures where an allegation is made against a member of staff or volunteer
10. Ensure safe recruitment practices are always followed.
11. Follow guidelines and recommendations offered by the Home Office's Prevent Strategy to ensure children are protected from extremist and violent views.

**We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:**

1. The content of the curriculum;
12. The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued;
13. The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred;
14. Liaison with other agencies that support the pupil such as social services, Child and Adolescent Mental Health Service (CAHMS), education welfare service and educational psychology service;
15. Ensuring that, where a pupil on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

### **Statement of Intent**

The school is also guided by three important principles following the Children Act 2004:-

- <sup>35</sup>/<sub>17</sub> the welfare of the child should be paramount
- <sup>35</sup>/<sub>17</sub> confidentiality should be respected as far as possible (without compromising the first principle)
- <sup>35</sup>/<sub>17</sub> work done with children and families should be open practice

Fundamental to our school's values and practice is the principle of working with parents, children and outside agencies in partnership to ensure the welfare of all children.

This school has a duty to enable pupils who are in need of support to come forward and will take appropriate action to safeguard their well-being.

### **Organisation**

All staff will be given training to be vigilant in cases of suspected child abuse in order to recognise the signs and symptoms. The procedures attached to this policy will identify which members of staff, concerns should be reported. The procedures will also indicate local systems so that information is effectively passed on to relevant professionals in the police and social services.

### **The role of the headteacher**

1. To promote child protection and safeguarding as a priority.
1. To support the designated child protection teacher in logging and reporting child protection concerns, ensuring they are able to attend conferences and core group meetings.

2. To support the governing body in their child protection and safeguarding role.
3. To ensure all recruitment is carried out appropriately.
4. To ensure the single central record is maintained and up to date.
5. To ensure all staff and governors receive approved external training every two years and the designated child protection teacher updates their training at least every two years.

## **The role of the Designated Child Protection Teacher**

6. To raise the awareness of all staff, students and volunteers to the need for child protection and of their responsibilities in identifying and reporting possible cases of abuse.
7. To provide a systematic means of monitoring children thought to be at risk.
8. To emphasise the need for good levels of communication between all staff.
9. To develop a structured internal procedure to be followed by all members of the school community in cases of suspected abuse.
10. To promote understanding and build relationships with other agencies in order to work together more effectively.
11. To work with the PSHE co-ordinator to promote children's personal, social and health development in ways which foster security, confidence and independence and to work with the ICT co-ordinator to promote e-safety. This will also include ensuring that opportunities recommended in the Prevent Strategy are offered through the curriculum.
12. To ensure all new staff and volunteers are informed about the school's child protection and safeguarding policy during their induction.
13. To report cases to social services when appropriate and monitor the pastoral files, at least termly.

## **The Role of the Governing Body**

1. To have a named governor responsible for looked after children and children subject to a child protection plan.
14. To ensure an annual safeguarding report is completed and submitted to the full governing body before being copied to the designated local authority officer.
15. To make at least one focus visit per year to audit child protection procedures.
16. To track child protection data presented at termly governing body meetings.
17. To review the child protection policy annually.

## **Reporting Arrangements for Child Abuse Concerns**

1. All concerns should be reported to the designated child protection teacher - or in his absence the co - deputy head teacher, head teacher, or most senior member of staff available. Staff to use the school's CP Concerns pro-forma.
18. Concerns will be discussed with relevant staff who may have additional information to pool, as soon as is appropriate.
19. Staff will be released and covered if they need to attend internal or external child protection meetings.
20. Staff training time will be allocated annually to ensure teaching and support staff are:
  - <sup>35</sup>/<sub>17</sub> aware of who to talk to
  - <sup>35</sup>/<sub>17</sub> confident about reporting concerns
  - <sup>35</sup>/<sub>17</sub> skilled in identifying concerns
21. New staff will be inducted on the school's policy and procedures, within two weeks of joining the staff.
22. Referrals to outside agencies will be made by the designated child protection teacher or a senior designated lead

## **Recording and Monitoring Concerns**

Good records can be the basis of valuable contributions to child protection conferences and court cases, helping to ensure that sound decisions are made.

Records will be kept and logged in pastoral files, when there is concern in school over:

<sup>35</sup>/<sub>17</sub> marks on child's body

<sup>35</sup>/<sub>17</sub> unusual/different behaviour (including academic functioning)

<sup>35</sup>/<sub>17</sub> mood changes

<sup>35</sup>/<sub>17</sub> puzzling statements or stories from the child

<sup>35</sup>/<sub>17</sub> information from others

All teachers will be responsible for recording concerns from their own observations or from information given to them by other school staff or other LA staff who are in regular contact with the child such as the Educational Social Worker (ESW) or the psychologist.

Pastoral folders will be kept secure, password protected, in SIMS. The designated teacher will monitor cases and thresholds at least termly.

### **Confidentiality**

Pupils and their families are entitled to confidentiality but school staff have a duty to pass on confidential information if a pupil is at risk. Pastoral folders are stored where they cannot be read by unauthorised persons. Under the Data Protection Act parents have a right to see all notes, unless the content could jeopardise a child's safety.

### **Training and Support**

All staff and governors will receive approved external training every two years and the designated child protection teacher will update their training at least every two years.

All staff and volunteers will be inducted internally about the school's child protection procedures during their first week.

Staff will be sent on appropriate courses run by Ealing Safeguarding Children Board.

All staff will receive annual updates and briefings.

Emotional support for staff involved in difficult cases will be provided by the designated teacher and peers will be encouraged to provide a support network. When necessary LA support will be requested.

### **Working with Children**

Children will be taught about keeping themselves safe and the risks of strangers during PSHE lessons and assemblies. During ICT lessons they will be taught about the dangers of the internet, at an age appropriate level.

### **Working with Parents**

It is our desire to work in partnership with all parents. The welfare of children is paramount however and it is the school's duty to safeguard all children. When working with parents staff will need to have a non-judgmental attitude; respect confidentiality; recognise feelings of guilt, shame, betrayal and anger and in appropriate circumstances recognise their duty to contact Social Services.

### **Reporting concerns about staff and volunteers**

Staff will be made aware of the school's policy and procedures for dealing with complaints made against staff and the school's whistle blowing policy and procedures. Staff will be expected to report to the headteacher any concerns which they have about the safeguarding practice of colleagues and volunteers. If the complaint is against the headteacher this must be made to the chair of governors.

### **Monitoring and Evaluation**

Child protection issues will be monitored in general terms by the Chair of Governors, receiving information from the designated teacher. The policy and procedures will be reviewed annually by the senior management team and where necessary built into the school improvement plan.



### Early Years Foundation Stage

All the requirements of this policy apply equally to children in the EYFS so far as they are relevant to this age group. In addition, the school has the following children protection policy and procedure for the EYFS in line with the statutory framework for the Early Years Foundation Stage (2014)

- <sup>35</sup>/<sub>17</sub> parents/carers must leave the early years setting if they need to use their mobile phone.
- <sup>35</sup>/<sub>17</sub> parents/carers are prohibited from taking any photographs of children in the early years setting, the only exception would be in the event of a class performance.
- <sup>35</sup>/<sub>17</sub> the school will seek parental permission to take photographs of the children, which must be linked to teaching the curriculum and that they use school equipment only for this purpose.
- <sup>35</sup>/<sub>17</sub> staff must not use mobile phones whilst children are present unless in an emergency situation.
- <sup>35</sup>/<sub>17</sub> School ipods should be used by staff for all recording/photographing purposes both in and out of school. These images should only be printed out at school and staff should not under any circumstances take photos or images of children home.
- <sup>35</sup>/<sub>17</sub> For further information please see out school policy on acceptable use of technology.

The school will notify Ofsted in the event of an allegation of serious harm or abuse by any person working in the early years setting.

<b>Agreed by</b>	
<b>Signed</b>	
<b>Date</b>	

## CHILD PROTECTION PROCEDURES

### PASTORAL FILES - SCHOOL RECORDING PROCEDURES

The pastoral files are saved as a place where incidents can be recorded.

1. The Pastoral file is for 'working notes' and is kept separate from other school records. They would be used as part of the evidence submitted to Social Services if ever a referral were to be made.
2. The CP file will be held by the Headteacher and Deputy Headteachers.
3. Recording should be on the CP Concerns proforma and handed directly to the designated Child Protection teacher/Headteacher/Co-Deputy head teacher as soon after an event as possible. Details should be as full and accurate as possible.
4. Factual information should be recorded and opinions clearly demarcated as such, added after the facts. All notes must be dated.
5. The class teacher may be asked to keep a monitoring file which should be emailed to the deputy head teachers weekly to be added to the pupil's pastoral file.
6. It will be the responsibility of the designated teacher to monitor files termly and transfer the relevant information to the receiving teacher at the beginning of each academic year.
7. The designated teacher will decide which information should be sent to the receiving school.

### PROCEDURES FOR DEALING WITH CONCERNS

**If at any stage of logging concerns, the teacher feels that there might be a growing or underlying child protection issue present, they should fill in the CP Concerns Proforma and submit it to the Designated Child Protection Teacher who will follow up and, if necessary, begin the procedures set out below.**

A child has an unexplained injury

This should be dealt with as serious and immediately reported to a Designated Teacher for Child Protection. Follow procedures for 'the urgent route'.

A child's circumstances fit any of the criteria listed below:-

Changes in patterns of absence

Change in mood

Changes in classroom functioning

Changes in relationships (with peers, adults)

Changes in behaviour

Statements, comments, stories, 'news', drawings which seem unusual

Changes in general demeanour and appearance

Unusual comments made by parents

Changes in the home/family which unsettle the child

Changes in a child's medical condition or repeated illnesses

Changes in a child's response to changing for or participating in PE/sport

Check whether accumulative information is pointing towards a wider concern.

If information is sparse carry on logging information as and when appropriate

Mention concerns to other involved staff to see if a 'wider picture' is available – on a need to know basis

Follow any action discussed

Monitor very closely

## DEALING WITH CHILD PROTECTION ISSUES URGENT ROUTE - Summary

Follow this route if you have an urgent suspicion or evidence or a disclosure of:-

- \* physical abuse - particularly any unexplained injuries
- \* sexual abuse
- \* emotional abuse
- \* neglect

As a matter of urgency, refer to the designated child protection teacher verbally, or the most senior member of staff if not available and record on the CP Concerns proforma. Do not leave the class unsupervised but report no later than the end of the teaching session following the disclosure and on the same day and while the child is in school.

The designated child protection teacher collects as much information as possible from the staff who know the child

The designated child protection teacher decides if a referral should be made to the Social Services central call centre. The parents may be asked for information in any case which is not about sexual abuse.  
Advice might be sought from the Social Services Child Protection Advisory and Consultation Service

If social services have become involved the verbal referral will be backed up by a written one on the standard social services form, which will then be faxed to the appropriate department

The designated child protection teacher will give feedback on any action plan, to the staff involved

Written referrals and subsequent reports of the event will not be kept in the pastoral file but stored in the locked filing cabinet in the office of the head teacher.

Support for the child will be planned and delivered

The class teacher and other involved staff will continue to monitor the child and refer back to the designated child protection teacher if applicable

## **URGENT ROUTE - Detailed Procedures for Designated Child Protection Teacher**

If a teaching or support member of staff suspects, or has evidence of, or hears a disclosure of abuse, then within the same day, whilst the child is still at school, the following steps should be taken:

1. The staff member with the concerns tells the school's designated teacher for child protection and records accurately on the CP Concerns proforma.
6. Staff should go to the most senior member of staff on the day if the designated teacher is absent. The designated teacher must consult all the staff in the school who may have knowledge of the child's welfare, i.e. previous class teacher, classroom support assistants, other staff who work with the class.
7. The designated teacher for child protection may see the child and the child may want to share their concerns. School staff should not question a child about sexual abuse concerns as this requires specialised training and should be left to the police child protection team or social services.
8. It may be appropriate to discuss the matter with the parent at this stage - it would never be appropriate to discuss issues of sexual abuse with the parent.
9. The designated teacher must then decide if a referral to the Social Services call centre is required. Where a concern is shared by several agencies, i.e. by the school, the school nurse, the school medical officer, each agency must report it independently to Social Services.
10. Whatever the decision, the reasons for it and details, dates and times of what was said and/or seen by teachers, pupil and parents should be recorded in the pupil's CP file. These files will be 'working notes' of child protection concerns. They will be kept separate from other school records and stored in the Headteacher's office. Explanations of injuries given by parents and the child should be accurately detailed. Any opinion about the explanation should be noted as well but should not obscure the actual words used by the teller.
11. If there is uncertainty about whether to refer, then the designated teacher for child protection or the deputy/s should consult one or all of the following:
  - 1) the pages in these procedures which give details of signs, symptoms and indicators of abuse;
  - 2) the Social Services office for the child's home address;
  - 3) the LBE and Social Services Child Protection Advisory and Consultation Service
  - 4) the LBE's designated officer for child protection.
  - 5) The London Child Protection Procedures
12. Referrals should be made by phone to the central Social Services call centre on 020 8825 8000, they will then pass the referral to the office for the child's home address. The cause for concern, the facts of the case, information about siblings, past worries, contact with parents, any explanations offered, and any opinion, hearsay and judgement on the facts should be filled in on the standard inter-agency referral form – the headteacher has electronic copies of the form. Social Services should be asked to keep the school informed of developments.
13. The referral, and the details for it, should then be confirmed in writing and faxed to the relevant office.
14. Each contact with pupil, parent and agencies should be recorded in the pupil's school record (see separate section on recording).
15. A copy of the referral should be sent to the LBE's designated officer for child protection. This acts as confirmation of the school's actions. This is not a substitute for referral to Social Services.
16. When talking to Social Services, it should be agreed who will tell the parents about the referral, and when this will happen. These decisions depend on the circumstances of individual cases.

In cases of sexual abuse the concerns must not be discussed with parents. Social Services will do this only after an inter-agency strategy meeting. School staff will be invited to this meeting.

Advance warning may allow an abuser to bribe or intimidate a child. The same may apply in cases of physical abuse. Advising parents of the referral should happen after a discussion with Social Services.

17. Depending on the case and its outcome, then at the appropriate time senior school staff will need to advise parents of the school's actions and duty in the area of child protection. This can involve reference to the latest Government procedures that school's must follow in such cases as well as acknowledgement of parents anger, distress or anxiety.

18. A member of staff should be allocated to talk to the child to acknowledge the referral and the concerns. How this will actually be done will depend on the age of the child. The child should be told who knows about the incident and they should be encouraged to approach staff at any time if they wish to discuss any worries. The child must be reassured that:

- <sup>35</sup><sub>17</sub> they were not to blame for any abuse;
- <sup>35</sup><sub>17</sub> they did the right thing in letting others know about it;
- <sup>35</sup><sub>17</sub> adults will try to protect them.

19. Child abuse referral is a difficult and emotional task and allows for differing judgements. During or after a referral or investigation staff may wish to discuss what action should be taken as well as their own feelings about the case. The LBE's designated officer will, if contacted, organise appropriate support for staff.

20. Complaints. If staff feel that the response from Social Services is not correct, the designated teacher must challenge it. This is accepted and expected practice by Social Services and all agencies involved in child protection in Ealing. Initially the complaint should go to the Social Services Team Leader, then to the Social Services Area Office Manager. The matter should also be raised with the LBE's designated officer.

## **SCHOOL BASED PROCEDURES WHEN A CHILD IS ON THE CHILD PROTECTION REGISTER**

1. When the school receives information and / or notification from Social Services about a child on the child protection register the information will go into the child's CP file which will be kept separate from other school records and stored in the locked filing cabinet, in the headteacher's office. Access will be controlled.

21. The information will be shared on a 'need to know' basis with the senior staff and other staff who work directly with the child.

22. The designated teacher will generally represent the school at child protection meetings. If he is unable to attend the co deputy headteacher or another member of the SMT will be asked to attend.

23. Academic progress, attendance, social development, information from the pastoral file and any other relevant information will be included in the schools report to the conference, which will be filled in on the standard social services form.

24. Concerns noted by the school once the child is registered will be referred to the designated child protection teacher.

25. The child's progress will be monitored by the class teacher who will report any concerns to the appropriate DHT/ designated teacher. If the child has been registered for special educational needs the SENCO will also discuss the child with the class teacher as appropriate.

26. The designated teacher will advise social services when a pupil leaves the school.

## **PROCEDURES INVOLVING CONFIDENTIALITY**

1. Always be aware of your legal responsibilities which are:-

<sup>35</sup><sub>17</sub> never promise a child that their disclosures will remain a secret or confidential - staff have a responsibility to pass information on to the relevant people

<sup>35</sup><sub>17</sub> to share relevant information about the protection of children with other professionals, particularly

investigative agencies

<sup>35</sup><sub>17</sub> to respect the privacy of parents by not leaving paper work where it can be seen by people who are not entitled to read it

<sup>35</sup><sub>17</sub> not to divulge information to people other than on a need to know basis

1. Always follow school policy and procedures.
2. Never make promises to a child that cannot be kept - always tell the truth.
3. If in doubt discuss matters with the headteacher or deputy head.
4. Child protection records should always be kept in the locked filing cabinet in the Designated Teacher's office. Access will be limited to people who have a 'need to know'.
5. Statements should be written with the assumption that they are going to be SEEN by parents. The statements should clearly state whether it is OPINION or FACTUAL information being reported.
6. If appropriate other members of staff will be made aware of a child experiencing difficulties, without any of the background details.
7. Everybody involved will be kept up to date with any changes.

### **CHILDREN WHO ARE THE SUBJECT OF COURT ORDERS**

Where a court order has been presented to the school, it will be scanned and attached to the pupil file and annotated accordingly in both the quick note section on the front page of the pupil's profile and also in the parent details.

## **ALLEGATIONS OF SEXUAL ABUSE MADE AGAINST STAFF**

The Governing Body has adopted the LBE's procedures.

Investigations against staff will be conducted by the headteacher. Investigations against the headteacher will be carried out by the Chair of Governors with appropriate support from the deputy headteacher and the LA.

### **PROCEDURES FOR DEALING WITH DISCLOSURES**

If a member of staff receives a disclosure from a child they should:-

1. Listen - take what the child says seriously  
accept what the child says
8. Stay calm and in control.
9. Reassure and make the child feel safe.
10. Make notes about what was said in the pastoral file - noting position of any physical injuries/marks if appropriate, on a body map, copies of which are in the pastoral files.
11. Do not question children if they are making a disclosure of sexual abuse. This must be left to trained experts, in order not to jeopardise any court action which may be taken.
12. Tell the designated teacher as soon as possible (see reporting procedures) and give them the notes made.

### **SUPPORTING STAFF INVOLVED IN CHILD PROTECTION MATTERS**

The staff member will be able to go and talk to the designated teacher or someone of their personal choice, who knows about the case.

1. The designated teacher will be proactive in offering emotional support to staff members, using their own experience or that of outside agencies.
13. If it becomes difficult to control feelings / emotions during meetings with the parent or child, time out will be taken and another adult asked to stand in.
14. Staff will be able to get support from colleagues to find ideas / ways in which they can support the child in the classroom.
15. Staff will be told the outcome of investigations or meetings.
16. Thought will be given to the safety of staff who live in the local area and appropriate strategies will be worked out with the designated child protection teacher.

### **SUPPORTING ABUSED CHILDREN**

Staff can support abused children by:-

- <sup>35</sup>/<sub>17</sub> Listening
- <sup>35</sup>/<sub>17</sub> Valuing what they say
- <sup>35</sup>/<sub>17</sub> Acting on what has been said
- <sup>35</sup>/<sub>17</sub> Boosting their self-esteem and confidence through achievable tasks
- <sup>35</sup>/<sub>17</sub> Being consistent - following the behaviour policy
- <sup>35</sup>/<sub>17</sub> Allowing a controlled outlet for anger
- <sup>35</sup>/<sub>17</sub> Using outside agencies where appropriate
- <sup>35</sup>/<sub>17</sub> Being sensitive to their needs
- <sup>35</sup>/<sub>17</sub> Not singling them out
- <sup>35</sup>/<sub>17</sub> Working with other staff to make an action plan for the child

## CHARACTERISTICS OF DIFFERENT TYPES OF ABUSE

### Physical Abuse

- <sup>35</sup><sub>17</sub> Bruising - position of marks
- <sup>35</sup><sub>17</sub> Changes in behaviour or attitude to work
- <sup>35</sup><sub>17</sub> Flinching
- <sup>35</sup><sub>17</sub> Aggressive behaviour
- <sup>35</sup><sub>17</sub> Appearing withdrawn
- <sup>35</sup><sub>17</sub> Reluctance to change clothes
- <sup>35</sup><sub>17</sub> Fear of adults - mistrust
- <sup>35</sup><sub>17</sub> Eating/over/under (obsessive behaviour \*any)
- <sup>35</sup><sub>17</sub> Reluctance to make physical contact
- <sup>35</sup><sub>17</sub> Reluctance to go home
- <sup>35</sup><sub>17</sub> Relationships with peers/adults
- <sup>35</sup><sub>17</sub> Emotions - inappropriate responses
- <sup>35</sup><sub>17</sub> Children always have an unlikely reason for their injuries
- <sup>35</sup><sub>17</sub> Refusal to talk about injury - different accounts of injury
- <sup>35</sup><sub>17</sub> Tell you they've been hit/other source
- <sup>35</sup><sub>17</sub> Frequent absences
- <sup>35</sup><sub>17</sub> Protection of abuser
- <sup>35</sup><sub>17</sub> Show no pain - appear 'hard'
- <sup>35</sup><sub>17</sub> Untreated injuries

## CHARACTERISTICS OF DIFFERENT TYPES OF ABUSE

### Emotional Abuse

- 35  
17 Passive - crying tearful
- 35  
17 Self harm - cry for help
- 35  
17 Excuse abuser
- 35  
17 Fear of new situations
- 35  
17 Possessive
- 35  
17 Aggressive frustration - taking it out on others
- 35  
17 Masturbation
- 35  
17 Easy target for bullying
- 35  
17 Fear
- 35  
17 Lack confidence
- 35  
17 Attention seeking
- 35  
17 Avoidance of eye contact
- 35  
17 Learning problems
- 35  
17 Self mutilation
- 35  
17 Upset easily
- 35  
17 Collecting things - obsessive behaviour
- 35  
17 Behaviour problems
- 35  
17 Tiredness
- 35  
17 Having older peers as friends
- 35  
17 Secretive/Withdrawn - aloof/catatonic
- 35  
17 Few friends - not joining in

## CHARACTERISTICS OF DIFFERENT TYPES OF ABUSE

### Sexual Abuse

#### Physical signs /marks on body

- <sup>35</sup><sub>17</sub> Pressure marks for being restrained, scratches, bruising, burns, bite marks
- <sup>35</sup><sub>17</sub> Repeated infections - urinary
- <sup>35</sup><sub>17</sub> Imitating sexual acts
- <sup>35</sup><sub>17</sub> Masturbating
- <sup>35</sup><sub>17</sub> Touching themselves/others
- <sup>35</sup><sub>17</sub> Pulling trousers down
- <sup>35</sup><sub>17</sub> A lot of knowledge about sexual matters

#### Emotional signs

- <sup>35</sup><sub>17</sub> Withdrawn Low concentration
- <sup>35</sup><sub>17</sub> Erratic mood changes - aggressiveness, tears, etc.
- <sup>35</sup><sub>17</sub> Inappropriate sexual awareness - role play etc. and language used
- <sup>35</sup><sub>17</sub> Refusing to stay or go with certain people
- <sup>35</sup><sub>17</sub> Low concentration - change of work produced
- <sup>35</sup><sub>17</sub> Seek physical contact with adult
- <sup>35</sup><sub>17</sub> Inappropriate touching of adults by children/adults and children or fear of "physical contact" with others (flinching)
- <sup>35</sup><sub>17</sub> Signs of discharges on clothing
- <sup>35</sup><sub>17</sub> Blood on underwear
- <sup>35</sup><sub>17</sub> Some not wanting to go to the toilet
- <sup>35</sup><sub>17</sub> Always doing something other than work
- <sup>35</sup><sub>17</sub> Eating problems - over/under eating

## CHARACTERISTICS OF DIFFERENT TYPES OF ABUSE

### Neglect

- <sup>35</sup>/<sub>17</sub> Behaviour problems
- <sup>35</sup>/<sub>17</sub> Hungry and food content in pack lunch inappropriate
- <sup>35</sup>/<sub>17</sub> Soak up attention
- <sup>35</sup>/<sub>17</sub> Unexplained injuries - conflicting reasons given
- <sup>35</sup>/<sub>17</sub> Clothing in poor condition or dirty
- <sup>35</sup>/<sub>17</sub> Loners - lack friends (withdrawn - medication)
- <sup>35</sup>/<sub>17</sub> Medical problems/attention
- <sup>35</sup>/<sub>17</sub> Stealing
- <sup>35</sup>/<sub>17</sub> State/quality of person collecting or responsible for child (parent or carer)
- <sup>35</sup>/<sub>17</sub> Personal hygiene and appearance, skin colour, physique
- <sup>35</sup>/<sub>17</sub> Thumb sucking (hunger) rocking
- <sup>35</sup>/<sub>17</sub> Tired/lack of concentration
- <sup>35</sup>/<sub>17</sub> Inadequate supervision
- <sup>35</sup>/<sub>17</sub> Crying easily
- <sup>35</sup>/<sub>17</sub> Absence/lateness
- <sup>35</sup>/<sub>17</sub> Excuses/lying
- <sup>35</sup>/<sub>17</sub> Aggression (retaliating)
- <sup>35</sup>/<sub>17</sub> Depression - low self-esteem
- <sup>35</sup>/<sub>17</sub> Difficulty contacting parent
- <sup>35</sup>/<sub>17</sub> Relationships problems
- <sup>35</sup>/<sub>17</sub> Lots of siblings - eldest to look after others

### Child Protection Responsibilities

Designated child protection teacher	Michael Belsito
Designated leads	Sally Flowers Judith Anderson
Designated child protection governor	
Local Authority Designated Officer	Tom Galvin

**APPENDIX 1**

Child Protection Concern Form:

<u>CHILD PROTECTION CONCERN</u>	
Name of child: _____	Date: _____
Person(s) present: _____	Time: _____
Record of incident/conversation	Action
.....	
.....	
.....	
.....	
.....	
.....	
.....	
.....	
.....	
.....	
.....	
<i>Please complete this form as accurately as possible and pass it directly to the Designated Child Protection Teacher.</i>	
Signed: _____	

**The Designated Teacher ensures all Classteachers have an adequate supply. Copies are left with the Lead SMSA and in the School Office.**