

Pimlico Academy

Safeguarding and Child Protection Policy

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SAFEGUARDING AND CHILD PROTECTION POLICY

Introduction

The Governing Body and Staff of Pimlico Academy have a significant contribution to make to safeguarding children and promoting their welfare. We recognise that all staff, including volunteers, have responsibilities and an active part to play in this and in protecting our pupils from harm.

All staff and Governors believe that our academy should provide a caring, positive safe and stimulating environment which promotes the social, physical and moral development and welfare of the individual child.

We believe this policy relates to the following legislation:

- Adoption and Children Act 2002
- Childcare (Disqualification) Regulations 2009
- Children Act 1989
- Children Act 2004
- Children Act 2006
- Children and Adoption Act 2006
- Children and Families Act 2014
- Children and Young Persons Act 2008
- Counter Terrorism and Security Act 2015
- Education Act 2002
- Education Act 2005
- Education Act 2011
- Education and Inspections Act 2006
- Equality Act 2010
- Police Act 1997 (Criminal Records) (No. 2) Regulations 2009
- Protection of Freedoms Act 2012
- Sexual Offences Act 2003
- Safeguarding Vulnerable Groups Act 2006
- School Staffing (England) Regulations 2009

The following documentation is also related to this policy:

- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE September 2016)
- Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children (DfE March 2015)
- The Prevent Duty (DfE June 2015)
- 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)
- Mental Health and Behaviour in Schools: Departmental Advice (DfE 2016)

- Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers March 2015 (HM Government)
- What to do if you're worried a child is being abused March 2015 (HM Government)
- How Social Media is used to encourage Travel to Syria and Iraq (DfE June 2015)
- Multi-agency statutory guidance on female genital mutilation (DfE April 2016)
- Disqualification under the Childcare Act 2006 (DfE June 2016)

We are committed to safeguarding and promoting the welfare of all children and take account of the information contained in the DfE documents 'Working Together to Safeguard Children' and 'Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE July 2015)' as the safety and protection of children is of paramount importance to everyone in this school.

The aims of this policy are:

- To support the child's development in ways that will foster security, confidence and independence
- To raise the awareness of both teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse or risk of abuse.
- To provide a systematic means of monitoring children known or thought to be vulnerable or at risk of harm.
- To emphasise the need for good levels of communication between all members of staff.
- To explain the system and procedure within the school which will be followed by **all** staff if they are worried about a child's welfare or if they are being abused?
- To develop and promote effective working relationships with other agencies such as the Education Welfare Service, Education Psychology Service, Police and Social Services.
- To ensure that all adults within our school who have access to children or who have access to information, data or meetings concerning children have been checked as to their suitability via their references and the Disclosure and Barring Service (DBS).

Our academy procedures for safeguarding children will be in line with the Local Authority (LA), the Local Safeguarding Children's Board (LSCB), The All London Child Protection Procedures and Working Together to Safeguard Children Guidance.

We will ensure that:

- We have a designated Safeguarding Lead who undertakes regular training every 2 years (**Tony Macdowall**)
- We have two members of staff who will act in the designated Safeguarding Lead's absence (**Yvette Pond**)
- We have a member of the Governing Body designated to monitor Child Protection (**Caroline Nash**)
- Depending upon their role, all members of staff will undergo basic safeguarding and Child Protection training and develop their understanding of the signs and indicators of abuse and receive regular updated training as required but at least every 3years.
- All members of staff know how to respond to a pupil who makes an allegation or appears to be vulnerable or at risk.
- All temporary staff and volunteers having contact with our pupils will be checked (DBS) and given a copy of "Keeping Children Safe in Education (DfE September 2016) and a brief checklist of what to do.
- All **parents/carers** are made aware of the responsibilities of staff members with regard to Safeguarding and Child Protection procedures.
- All pupils are made aware of the Safeguarding and Child Protection Policy and who they can speak to in school if they are worried or concerned.
- Our procedures will be regularly reviewed and up-dated
- All new members of staff will be given a copy of our child protection procedures including "Keeping Children Safe in Education (DfE September 2016) as part of their induction into the school.
- Child Protection Awareness and updates will be carried out as part of our INSET and Continuing Professional Development (CPD) with all staff annually with a staff discussion and review of the Policy taking place in Spring each year.

Responding to disclosure and Referral Procedures

If a disclosure is reported to you:

- 1) **Ensure** the young person is safe and reassured. Respect their right to privacy and time to talk without interruption.
- 2) **Listen** to what is being said to you without pressure, judgement or horror. Do not ask leading questions. Always believe what the young person has told

you. A young person who is freely recalling significant events should not be interrupted.

- 3) **Reassure** the young person calmly and gently that they have done the right thing in telling you. Do not promise confidentiality. You must inform the Designated Lead for Safeguarding. Explain to the young person that to safeguard them, you must pass on the information that they are telling you. Tell them what will happen next, who you will tell and when.
- 4) **Do not** ask the young person to remove any item of clothing to show you any injuries.
- 5) **Report** what you have been disclosed to the Designated Lead as soon as possible or her deputy in her absence.
- 6) **Record** in a clear and precise way what the young person has told you as soon as possible whilst it is still fresh in your mind.
 - Use actual words of sentences spoken by the young person rather than an interpretation of what was said.
 - Specific facts relating to named people, dates, places, times and context of disclosure should be recorded accurately.
 - Ensure you have signed, stated who you are, and dated the recording.
 - If any injuries are visibly shown, record where they are and what they look like.
 - Remember, all recordings must be accurate and factual and dated as you may be required to produce the information as evidence for any further action that maybe required.

Responsibilities

The designated Safeguarding Lead is responsible for:

- Following the LSCB, LA and school policy and procedures with regard to referring a child if there are concerns or an allegation of abuse.
- Keeping written confidential records of concerns about a child even if there is no need to make an immediate referral
- Ensuring that all such records are kept confidentially and securely and are separate from pupil records
- Ensuring that an indication of further record-keeping is marked on the pupil records
- Ensuring that any pupil currently on the child protection register who is absent without explanation for two days is referred to Social Services
- Ensuring that all staff are kept up to date with regular Safeguarding and Child Protection briefings and that all staff receive regular training that is recorded and monitored
- Once an incident has been reported, the designated teacher will consult with or report any disclosures by making a referral to The Duty, Referral and Assessment Team Tel: (020) 7641 7560

- If the young person is already known to the Social Services, the allocated Social Worker or the named team with responsibility should be contacted.
- A CAF form should be sent with the Child Protection Front sheet (if required) within 48 hours of your telephone referral. *(Please note that this will be made electronically once staff are trained and E-CAF is functioning)*

If the school cannot get through to the Duty and assessment team: Contact the Child Abuse Investigation Team (CAIT)

A referral will need clarification of:-

- The reason for referral
- Details of young person i.e. Name, address, DOB, etc. Any other agencies involved
- Nature of concerns
- Any urgent action required to ensure that the young person is safe from harm
- Any need for medical attention or hospital referral
- If the young person's parent/carer is aware of the referral
- Any action required to gain parental consent

The designated Safeguarding Lead for Child Protection will record the referral in the CP file, sign, date and record the name of the person they spoke to.

Timing of Referrals

Schools have no legal right to stop the young person from going home at the end of the school day, so it is vital that referrals are made as early as possible, especially if it is believed that the young person would not be safe in going home.

It is particularly important that any concerns about the Safeguarding and Protection of a child or young person is raised as soon as possible to ensure that matters can be dealt with prior to any school holiday breaks.

This is in order to safeguard the young person and ensure systems are in place, but also to ensure that relevant staff are available to attend any strategy meetings, conferences or to provide reports.

Supporting and Safeguarding

- We recognise that a child who is abused or witnesses violence may find it difficult to develop and maintain a sense of self worth.
- We recognise that a child in these circumstances may feel helpless and humiliated. We recognise that a child may feel self blame.
- We recognise that the academy may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Our academy will support all pupils by:

- Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying
- Promoting a caring, safe and positive environment within the school.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children
- Notifying Social Services as soon as there is a significant concern.
- Providing continuing support to a pupil about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school.

Confidentiality

- We recognise that all matters relating to Child Protection are confidential.
- The Principal or designated Safeguarding Lead will only disclose information to other staff on a "need to know" basis.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff must be aware that they cannot promise a child to keep secrets.
- Child Protection information must be sent through a secure electronic system or courier if required.
- Pupil Records must not be sent by post.

Supporting Staff (including supply staff)

- We recognise that staff working in the academy who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- We will support such staff by providing an opportunity to talk through their anxieties with the designated teacher and to seek further support as appropriate.

Allegations against staff

- Staff should behave at all times in a professional manner towards students, bearing in mind that even perfectly innocent actions can sometimes be misconstrued. It is important not to touch pupils however casually, in ways or on parts of the body that might be considered indecent or make the child feel uncomfortable.
- We understand that a pupil may make an allegation against a member of staff.
- If such an allegation is made, the member of staff receiving the allegation will immediately inform the Principal unless the allegation is about the Principal.
- The Principal on all such occasions will discuss the content of the allegation with the **LA Lead Officer for Safeguarding and Child Protection who is the nominated senior officer or the LADO (Local Authority Designated Officer and their HR officer)**
- If the allegation made to a member of staff concerns the Principal, the member of staff must speak to the Asst. Principal/member of the Senior Management Team and they **must** contact the **LADO, the LA Lead Officer, HR Officer and Chair of Governors immediately. If an allegation is made against the Principal**, the member of staff should contact the Chair of Governors who will act in conjunction with the governor with responsibility for child protection. They will consult with the LA's Lead Officer for Child Protection.
- The school will follow the LA and LSCB procedures for managing allegations against staff, a copy of which will be readily available.
- The Principal, Deputy or Chair of Governors may ring the LADO or the LA Lead Officer for consultation at any time.
- Further information is to found in the **“Statement of Procedures for Dealing with Allegations of Abuse against Staff, Volunteers and Other Staff”** on school website policies page.

Safer Recruitment

- Governors will, when appointing staff, take account of the guidance 'Keeping Children Safe In Education' (September 2016) and any local procedures issued by the LA
- At least one member of an interview panel will have undertaken the "Safer Recruitment in Education" training
- The Academy will maintain a Single Central Record, detailing the range of checks carried out on staff and relevant volunteers
- The Single Central Record will demonstrate that the required Barred List and/or Enhanced DBS checks have been carried out
- Recruitment documentation will make it clear that child protection is a high priority of the academy and that rigorous checks will be made of any candidate before appointments are confirmed:
 - Two references will be taken up and verified
 - A reference will always be obtained from the last employer
 - At interview candidates will be asked to account for any gaps in their career/employment history
- All appointments to the Academy's workforce, including staff recruited from overseas, will require an Enhanced DBS and offers of appointment will be made conditional on the Academy being satisfied that the prospective employee is a fit and proper person to work with or in proximity to children and young people. The recruitment process will aim to identify, deter and reject unsuitable candidates
- All contracts with third parties that involve the provision of staff to work in the Academy will provide that comparable checks are made by the provider in relation to any person engaged to work with or in proximity to children and young persons or for any staff who have not been so checked to be supervised by a person who has been cleared as a fit and proper person to work with or in proximity to children and young people
- Volunteers who are in unsupervised contact with students will require an Enhanced DBS disclosure and references will be taken up
- ID checks will be carried out on all appointments to the Academy workforce before an appointment is confirmed
- The Academy will carry out further checks as appropriate on staff recruited from overseas, if in the opinion of the school the Enhanced DBS is not

sufficient for the purpose of assessing their suitability for the post and this will be done before the appointment is confirmed

- Temporary or casual staff who do not have a current enhanced DBS will not be allowed to work with or in proximity to children and young person's unless supervised by a person who has been cleared as a fit and proper person to work with or in proximity to children and young people
- Confirmation that a Prohibition or Interim Prohibition order is not in place
- The SCR will reflect that all staff (who have contact with children up age of eight) have completed the Disqualification by Association forms.
- Section 128 direction checks will be carried out for all staff members in a management position (including Governors and Directors).

Whistleblowing

- We recognise that children cannot be expected to raise issues that worry them if they feel unsafe or they feel that they will not be taken seriously or where staff fail to act in response to their concerns.
- All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues in regard to their behaviour or treatment of pupils.

Further information is in the "**Whistleblowing Policy**" on our school website.

Acceptable Physical Intervention or Restraint

Corporal punishment was abolished by section 548 of the Education Act 1996. It is always unlawful to use force as a punishment. However, Section 93 of the Education and Inspections Act 2006 enables school staff to **use such force as is reasonable in the circumstances** to prevent the pupil from doing or continuing to do any of the following:

- Committing any offence (or, for pupils under the age of criminal responsibility, what would be an offence for an older pupil)
- Causing personal injury to, or damage to property of, any person (including the pupil himself)
- Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

The provision applies when a teacher, or other authorised person, is on the school premises, and when he or she has lawful control or charge of the pupil concerned elsewhere, e.g. on a field trip or other authorised out of school activity.

- There is no legal definition of 'reasonable force' but, to be judged lawful, the force must be in proportion to the circumstances it is intended to prevent.
- We acknowledge that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to achieve the desired effect. We adhere to the local authority policy on physical intervention or restraint
- Teachers and other persons authorised by the Principal may intervene if a student is causing damage to property or behaving in a way which endangers themselves or others
 - Safer handling training will be given to staff as necessary
- In most situations the following protocol will be followed when intervening with students for the reasons outlined above:
 - Initially they will try to calm the student and defuse the situation
 - If the student does not respond, the teacher will tell the student that their behaviour is unacceptable and will give instructions for the student to desist from their actions
 - In exceptional circumstances, if the student continues to present a danger, teachers may need to use passive physical contact (eg standing between students or blocking their path), to protect others from danger.
 - If the student continues to endanger others, the teacher or other person will tell the student that they cannot be allowed to continue threatening others and may have to be restrained if they do not comply with instructions to stop.
 - In extreme situations (such as fights in the playground) the above process could result in more significant harm as physical intervention would be delayed. Consequently, staff may use physical restraint immediately if it is deemed that not to do so may result in significant injury to a student/students. However, restrictive restraint must only be used to contain the danger from the student in exceptional cases and teachers must satisfy themselves that this is the only way to contain a real and present danger.
 - To be judged lawful 'reasonable force', the force must be in proportion to the circumstances it is intended to prevent. It should be the minimum to achieve the desired effect.

- The teacher or other person is not expected to place themselves in danger. They should judge whether their duty to protect others would dangerously compromise their own safety
- If restraint is used, the teacher or other person will submit a report of the circumstances and outcome to the Principal if requested to do so.
- The Principal will inform the parents and give them an opportunity to discuss the incident.
- In some cases, such as with SEN students, there may be medical advice about the safest way to hold pupils with specific health needs
- We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

There is post-incident support from SLT for any teacher or other person who has had to resort to restraint, as required

Prevention

We recognise that the academy plays a significant part in the prevention of harm to our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The academy community will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Provide a pastoral system that values and respects the individual
- Assign students to tutor groups where they have daily opportunities to develop positive relationships with their peers under the guidance of the tutor
- Ensure that the five Every Child Matters outcomes are central to the curriculum
- In all subjects, design lessons to support students' development in ways which will foster security, confidence, self-esteem and independence
- Include in the curriculum opportunities for PSHCE which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help

- Consider in the PSHCE curriculum issues which may impact on student welfare and safety: drug and alcohol abuse, sex education and preventing teenage pregnancy
- Ensure all children do not have access to internet chat sites at school and warn them of the dangers of using these sites outside school.

Health and Safety

Our **Health and Safety Policy**, set out in a separate document, reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits.

The Academy ensures the safety of its environment for pupils through:

- Controlling access to the site
- Conducting an accessibility report and acting on its recommendations. There are special arrangements for students and staff with disabilities to access all areas of the site (see separate Equalities plan)
- ensuring that we comply with Health and Safety requirements for all on-site activities
- requiring risk assessments before allowing any trips, visits or work experience placements
- vigilant monitoring to guard against intruders, antisocial behaviour and drug and alcohol misuse on site
- curriculum activities and social areas compliant with Health and Safety requirements
- work experience arrangements that include safeguarding information for employers and a requirement that they accept their Child Protection responsibilities
- a single entry/ exit access point, supervised by reception staff
- passes issued to visitors with prior appointments, after their identity has been checked
- visitors being met at reception and escorted into the Academy
- CCTV monitoring of the site, internal and external

- a signing-out book for students with permission to leave the site
- a record of staff and visitors signing in/ out.
- supervision of students at break and lunchtimes

Roles and Responsibilities

The Governing Body:

- has in place a child protection policy and other related procedures;
- has appointed a senior member of staff to act as the Designated Safeguarding Lead;
- has nominated a governor to liaise with the designated Safeguarding Lead;
- has delegated powers and responsibilities to the Principal to ensure everyone connected with the school is aware of and complies with this policy;
- has in place safe recruitment procedures, including appropriate use of reference checks on new staff and volunteers;
- has in place procedures to deal with allegations of abuse against members of staff and volunteers;
- nominated the safeguarding Governor in liaison with the Local Authority to deal with any allegations of abuse made against the Principal;
- has undertaken appropriate training about the ways of safeguarding children which will be updated every three years;
- will ensure that the Designated Safeguarding Lead attends appropriate refresher training every two years;
- will ensure that the Principal, school personnel and volunteers undertake safeguarding training every three years;
- will annually review all safeguarding policies and procedures;
- will receive termly reports from the Principal on safeguarding pupils in the school;
- will receive immediate reports of any weaknesses to this policy;
- will receive an annual report from the Principal on safeguarding pupils in the school;
- has responsibility for the effective implementation, monitoring and evaluation of this policy;
- has the responsibility for ensuring that the school complies with all equalities legislation;
- has responsibility for ensuring funding is in place to support this policy;
- has responsibility for ensuring this policy and all policies are maintained and updated regularly;
- has responsibility for ensuring all policies are made available to parents;
- has nominated a link governor to visit the school regularly, to liaise with the Principal and the Designated Safeguarding Lead and to report back to the Governing Body;

has responsibility for the effective implementation, monitoring and evaluation of this policy.

The designated Safeguarding Lead is responsible for reporting suspected cases of child abuse to the LCPB and cooperating with any investigations or provisions made for a child who is placed on the Child Protection Register. They will monitor the policy and report annually to the Governing Body.

The second Designated Person is responsible for deputising in the absence of Designated Person.

All teaching staff are responsible for keeping the five outcomes of the Every Child Matters agenda at the heart of their teaching. They must be alert to signs of child abuse and report any suspicions to the Designated Person.

TAs and all support staff are responsible for being alert to signs of child abuse and report any suspicions to the Designated Person.

The Data Manager is responsible for maintaining correct information on students. The Attendance officer, Mentor or other appropriately designated staff is responsible for notifying Social Services if a child on the Child Protection Register is absent for more than two days.

The Facilities Manager is responsible for maintaining the safety and security of the site and ensuring safe access for students with disabilities.

The IT coordinator is responsible for maintaining safe systems of internet access, blocking any undesirable (eg pornographic, racist, violent) sites.

The Principal is responsible for ensuring the effective delivery of the Safeguarding Policy.

The Governing Body is responsible for monitoring of this policy and ensuring that the academy complies with its statutory duties in regard to safeguarding children.

Monitoring and Evaluation

- All students at risk and with Child Protection Plans are monitored on a weekly basis at Academy based Academy Intervention Meetings where appropriate.
- All students at risk and with Child Protection Plans are monitored by the designated Safeguarding Lead, with relevant staff members, and appropriate outside professional agencies on a regular basis as appropriate.
- The designated Safeguarding Lead meets the Principal regularly and keeps the Principal informed of all child protection cases

- The designated Safeguarding Lead provides the designated Governor with a briefing paper every six weeks and discusses updated information more frequently where appropriate.
- All staff regularly receive updated Child Protection information and training.
- All adults working on a temporary or casual basis are required to read and sign updated Child Protection guidelines before working with students.

The Prevent Strategy- safeguarding against radicalisation

“Safeguarding vulnerable people from radicalisation is no different from safeguarding them from other forms of harm”

Home Office, The Prevent Strategy

Counter Terrorism and Security Bill (February 2015) gives schools a new duty to have due regard to the need to prevent people from being drawn into terrorism.

The Prevent Strategy is part of a counter-terrorism strategy, CONTEST. Its aim is to stop people becoming terrorists or supporting terrorism.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

British Values include democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Schools now have a responsibility to actively promote these values through their Spiritual, Moral, Social and Cultural teaching (SMSC). See FA Primaries' guidance on Preparing Children for Life in Modern Britain.

Strategies to keep pupils safe from the dangers of radicalisation and extremism:

1. We identify the dangers facing pupils by including 'Prevent' incidents in our central record of bullying in order to monitor the types, rates and patterns of words and behaviour. This allows us to assess the effectiveness of the school's actions to prevent and tackle all forms of bullying and harassment; this includes cyber-bullying and prejudice-based bullying related to special educational need, sex, race, religion and belief, disability, sexual orientation.
2. We respond swiftly and decisively to any extremist or discriminatory language or behaviour shown by pupils; we always involve parents and in some instances, other agencies.

Action to take when it is suspected that pupils are vulnerable to the dangers of radicalisation and extremism:

We contact Mark Chalmers, Prevent Lead for WCC mchalmers@westminster.gov.uk to informally discuss concerns and agree actions. Acting upon advice we may refer a pupil to the Channel Programme (multi agency panel that assesses cases).

All staff have been made aware of the DfE Briefing note on how Social Media is used to encourage Travel to Syria and Iraq (June 2015) and the Anti-Terrorist Hotline no: 0800 789 321.

Trust documents to be read and understood in conjunction with this policy:

Whistleblowing Policy

Statement of Procedures for Dealing with Allegations of Abuse against Staff, Volunteers and Other Staff

Health and Safety Policy

Acceptable use of IT Policy.

Staff Behaviour Policy

Appendix A

Definitions of Child Abuse

1. ***Criteria for Registration and Categories Abuse***

All children have certain basic needs, which include:

- Physical care and protection
- Affection and approval
- Stimulation and approval
- Discipline and control that is consistent and appropriate to age
- The opportunity to gradually acquire self-esteem, confidence, independence and responsibility that are age appropriate.

Individual cases must always be treated on their own merits however in general terms the following definition should provide the bases for action under these guidelines: -

“A child is considered to be in need of protection when the basic needs of that child are not being met through avoidable acts of either commission or omission”.

A conference must decide that there is, or is a likelihood of significant harm leading to the need for a child protection plan.

The following terms for abuse are used. They are intended to provide definitions as a guide; in some instances more than one category may be appropriate.

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 an important aspect of care, resulting in the significant impairment of the child's health or development, including non-organic failure to thrive.

Physical Abuse: Physical injury to a child including, deliberately poisoning, where there is definite knowledge, or a reasonable suspicion, that the injury was inflicted or knowingly not prevented.

Sexual Abuse: The involvement of dependent, developmentally immature children and adolescents in sexual activities they do not truly comprehend and to which they are unable to give informed consent, or that violate the social taboos of family roles.

Emotional Abuse: Actual or likely severe adverse effect on the emotional and behavioural development of a child caused by persistent or severe emotional ill treatment or rejection. All forms of abuse involve some emotional ill treatment. This categorically should be used only where it is the sole form of abuse.

NEGLECT

Severe neglect is associated with major retardation of cognitive functioning as well as growth. It is recognised through a typical pattern of poor growth, poor hygiene, withdrawal and in extreme cases a pseudo-autistic state, all of which can rapidly reverse in alternative care.

Although neglect has one of the most pervasive effects on development and is one of the most frequent forms of abuse, it is an area, which is frequently neglected by professionals. Like parents, professionals can feel overwhelmed and hopeless by large families living in squalid conditions.

Signs to look out for:

- Dirty unkempt appearance of child, in overall poor condition, thin wispy hair. Underweight child, diarrhoea may indicate poor nutrition
- an undernourished child may be unduly solemn or unresponsive, or may be overeager to obtain food
- an under-stimulated child may not reach expected milestones
- behaviour and developmental difficulties that cannot be explained by clinical factors

Associated factors

Neglected children frequently come from homes where there is:

- a parent who is lonely, isolated, unsupported or depressed
- poor inter-parental relationship / domestic violence
- a parent who is abusing drugs or alcohol
- a large number of children living in cramped or very poor conditions

Action to be taken

If a teacher has concerns about the well being of a child in his / her class, a discussion should take place with the *designated teacher*, records should be kept, and when appropriate Social Services staff are informed by the *designated teacher*.

PHYSICAL ABUSE (Non-Accidental Injury)

Location of injury

It should not be assumed that an injury to a part of the body normally vulnerable to accidental injury has necessarily been caused accidentally – it could be non-accidental. All injuries to children, which do not easily come into the category of normal bumps and scrapes, should be seen by a doctor.

Certain parts of the body are more commonly subjected to non-accidental injury. These include the upper arm, where a child may be gripped or shaken, the back, and the buttocks. Multiple injuries of various types, ages and location are common features of physical abuse.

Most non-accidental injuries leave marks on the body. PE teachers and swimming instructors are therefore key people in the identification of this form of abuse, as they regularly see the children partially dressed.

Signs to look out for:

- children who show a reluctance to undress or to expose parts of their bodies should be monitored as children who may have suffered physical injury
- unexplained absences
- physical signs of injury
- unexplained or confused accounts of how an injury occurred
- explanation of an injury which appears to be inappropriate to the nature and age of the injury.

Common Medical / Physical Factors Associated with Physical Abuse

a) Bruising

- facial bruising around the mouth and ears
- groups of small bruises

- black eyes without a forehead injury, particularly if both eyes are affected
- weal marks or outline of bruising (e.g. hand mark)
- bruising of soft tissue with no obvious explanation (most bruises occur on bony protuberances such as the temple or shin)
- bruises on the back, back of legs, stomach, chest or neck
- bruises or cuts to mouth or tongue (e.g. split frenulum)
- pinch marks are found in pairs and may be seen on the back, buttocks, arms or cheeks

b) Bites

- bites leave clear impressions of teeth and some bruising
- parents sometimes claim that bites have been made by other children or animals. It is therefore important to check the size and shape of the injury. If the impression is more than 3cms across it will have been caused by an adult or adolescent
- bites can be inflicted almost anywhere on the body
- bites are never accidental

c) Burns and Scalds

- children will sometimes suffer minor burns through hot irons etc, but it is uncommon for multiple burns to be caused accidentally
- a cigarette burn is characteristically round, but may have a tail when dragged against the skin, and is surrounded by an area of inflamed skin
- cigarette burns can be found in groups and can be found on any part of the body
- scalds from boiling water may result from lack of supervision, or non-accidentally
- a child is very unlikely to sit down willingly in very hot water; therefore he cannot scald a bottom accidentally without also scalding the feet
- burns and / or scalds are particularly worrying as a degree of sadism may be involved when such injuries are inflicted

Associated Factors

- injuries not consistent with explanation given by parent (even if agreed by the child)
- circumstances where parent delays seeking medical advice
- a history of repeated injuries or presentation to the Accident & Emergency Department
- consent for a medical refused by parent
- desire of a parent to attribute blame elsewhere
- distant or mechanical handling of the child by the parent

Action to be taken

If a teacher has concerns that a pupil in her / his class may be suffering from physical abuse, *the designated teacher* should be informed, and detailed records kept (including dates **injuries** noted). The designated teacher will decide if concerns should be shared with parents, and when appropriate, Social Services staff and a designated doctor should be informed.

SEXUAL ABUSE

The traumatic effects of child sexual abuse can be far-reaching and enduring, impacting on a child's cognitive, behavioural and social development. The earlier the abuse occurs, the more adversely subsequent stages of development may be affected. The longer the abuse continues, the more extensive it is e.g. involving penetrative abuse, the greater the number of developmental stages that abuse continues through, the more disturbed the child is likely to be. Children who have suffered chronic long-term sexual abuse tend to have very negative feelings about themselves and all aspects of their relationships.

Sexual abuse can be one or more of the following:

- rape – genital and / or oral intercourse
- digital penetration or penetration with an object
- mutual masturbation
- inappropriate fondling
- taking pornographic photographs or exposing the child to pornographic materials
- forcing the child to observe others involved in sexual activities
- sadomasochistic activities

Both boys and girls can suffer from sexual abuse. Both men and women can be perpetrators – boys and girls who disclose sexual abuse from a female perpetrator are often met with disbelief. It is therefore important to listen to what a child says without being judgemental. Abusers can be parents, friends, teachers, child-care workers, clergymen or strangers. Warning children about *Stranger Danger* should only form part of the child protection programme.

Signs to look out for:

- a child who demonstrates inappropriate sexual interest and activity, through play or drawings
- sexualised behaviour, masturbation and sex play which often leaves the peer group confused or embarrassed
- a child having excessive preoccupation with, or precocious knowledge of adult sexual behaviours
- a child who shows a marked fear of adults, usually men, but occasionally men and women

- a child who presents as depressed and where there may be instances of drug or alcohol abuse, suicide attempts or running away
- a child who suddenly starts to wet or soil
- a child who takes over the role of wife / mother within the family
- a child whose concentration and academic performance suddenly deteriorates
- a child who avoids medical examination or is reluctant to change for PE
- a child who has low self esteem and few friends
- aggressive behaviour from a normally quiet child, or withdrawn behaviour from a normally boisterous child
- frequent unexplained absences or lateness
- a child who talks of nightmares and being unable to sleep; a child who may be excessively tired
- fire raising
- pregnancy in young teenagers where the identity of the father is vague or unknown
- recurrent urinary tract infections
- signs of sexually transmitted infections and overall dishevelled appearance

Action to be taken

If any teacher has concerns that a child in her / his class may be suffering from sexual abuse in any form, they must discuss this with the *designated teacher*, who should then discuss it with Social Services personnel. Parents should not be informed at the early stage of what action has been taken, as this may serve to quieten the child, putting her / him at even greater risk. Detailed records should be kept, including dates and circumstances surrounding discussions.

EMOTIONAL ABUSE

Emotional or psychological abuse can be defined as the destruction of the child's competence to be able to function in a social situation. The child may be denied appropriate contact with peers within or outside of school, and be forced to take on a particular role in relation to parents, which is detrimental to the child's ability to function appropriately in social contexts. This type of abuse is very difficult to identify as there are no physical signs – symptoms are usually apparent via a child's behaviour and demeanour.

It is important to note that the emotional / psychological abuse is present in all other forms of abuse, but this category is only used when it is the sole form of abuse.

Signs to look out for:

- a child may be inducted into a parental care-taking role and not be encouraged to be involved with appropriate play

- a child may be used as a parent's confidant to a degree that is harmful to the child's psychological development
- a child may be ignored, rejected or denigrated by a parent
- a child may be terrorised by a parent or others so that she / he is overly fearful and watchful
- a parent who is unable to be responsive to a child's emotional needs, who may be emotionally distant and / or excessively negative and hostile
- a child (usually of a mentally ill or disturbed parent) who is inducted into a parent's delusionary state or paranoid beliefs
- a child who is cripplingly over-protected and not given freedom to act at an age appropriate level
- a parent who provides only conditional love with threats of withdrawal of love

Behavioural definitions are very difficult to quantify because a) most children experience some of these acts from time to time, and b) because the impact of a single or seldom occurring act of abuse will not have severe and harmful effects. The harm of emotional maltreatment results from the cumulative effects of repeated acts of psychological abuse.

Associated Factors:

Children who suffer from emotional abuse frequently come from homes where there is:

- a mentally ill or disturbed parent
- drug or alcohol abuse
- a parent who is socially isolated, unsupported or depressed, or conversely, a parent who has a very active social life with very little time or energy to give to child care
- a parent who has poor social skills, who may have learning difficulties and lack of knowledge about children's age appropriate needs
- a parent who has suffered severe abuse within her / his own childhood
- a household where there is 'adult on adult' domestic violence

Many parents who emotionally abuse their children are unaware that what they are doing is harmful. Because of their own life experiences they may have a distorted view of parenting and their role as a mother / father.

Action to be taken

If a teacher is concerned that a pupil in her / his class is being emotionally maltreated, it should be reported to the *designated teacher*, detailed records should be kept, and when appropriate, Social Services staff informed by the *designated Lead*.

Bullying

Bullying is a Safeguarding and Child Protection Issue. A separate Policy on bullying is held by the academy and details the action that will be taken in respect of an allegation of bullying.

- Bullying includes physical, verbal, written as well as bullying on the internet or mobile phone.
- It maybe homophobic, transphobic, disability or racial in content.
 - Incidents of bullying may lead to a referral and consideration under child protection procedures. This includes bullying by mobile phone or internet

E-Safety and Cyber Bullying and Sexting (inc use of camera phones)

- The Academy promotes the safety awareness for all students through assemblies, lessons, and I Space to ensure students are not placed in a position of being bullied.
- Further guidelines can be found in the Academy **Acceptable use of IT Policy**.
- The Academy follows procedures as laid out in the Police and Local Authority guidelines.

Domestic Violence

DV is a safeguarding and Child protection issue any child or young person who has been witness to or involved in incidents of domestic violence will have suffered a degree of trauma, likely to be at risk of emotional damage and or physical injury.

- Allegations of domestic violence or the risk of or witnessing of such incidents will be referred to the Duty and Assessment Team under our Child Protection Procedures.

Forced Marriage

This is a safeguarding and CP issue. The Academy will ensure:

- All staff need to be aware of any signs that would indicate a pupil is concerned that they may be taken away.
- There are close checks on requests for holidays abroad or requests for leave of absence
- There is close monitoring of Attendance and reasons for absence. (Please refer to ALL LONDON CP Procedures and WORKING TOGETHER)

- All concerns regarding the possibility of Forced Marriage will be referred to the Duty and Assessment Team.

Child Trafficking and Sexual Exploitation

The Academy has in place a clear system for requesting proof in order to check the validity of parents/carers and who has parental responsibility in line with guidance from the All London Procedures. Relevant information will be passed on as required when students move on.

Female Genital Mutilation

We are aware that female genital mutilation (FGM) affects girls particularly from North African countries and it is illegal to allow girls to undergo this practice either in this country or abroad. Therefore it is our duty to report any concerns that we have about girls at risk of FGM to the police and social services.

We are also committed to prevention of the following in particular, but not necessarily complete, list:

Gender Based violence against women or girls
Teenage Relationship Abuse
Substance Misuse
Specific local issues eg Gang activity
Fabricated or Induced Illness
Poor parenting

Appendix B

Social Services Contact List

Westminster Social Services Lambeth	020 7641 6000 (Main switchboard) 020 7641 7525 / 7535 / 7498 020 7926 7856 / 6508 / 6524	
Southwark	0845 600 1286	
Wandsworth	020 8871 6000 (Main switchboard) 020 8871 6622 (children & families) 020 88717707 (adults)	
Kensington and Chelsea Hammersmit h and Fulham	020 7361 3083 020 8735 5269 (North) 020 8753 5842 (South)	
Camden Duty Team	Crowndale West End Lane Gospel Oak	020 7974 4094 020 7974 6600 020 7974 1058