



Child Protection Policy **St Paul's CE Primary School, Brentford**

Staff Member responsible for policy: John Wright (Headteacher)

Governor responsible for policy: Sara Ward

Adopted by: Full Governing Board

Reviewed on: Autumn 2016

Next Review: Summer 2017

St Paul's CE Primary School fully recognises its responsibilities for child protection, which form part of our wider safeguarding responsibilities. Our policy applies to all staff, governors and volunteers working in the school.

What is safeguarding and child protection?

Safeguarding and promoting the welfare of children is defined as protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. (Keeping children safe in education, DFE, September 2016, pg 5)

Child protection forms part of the school's safeguarding responsibilities.

Related school policies:

- Confidentiality
- Rules for Safer Internet Use
- Acceptable Use Policy
- Internet Access Policy
- Health and Safety
- Sex and Relationship Education
- Anti-Bullying
- Behaviour
- Security
- Supporting Children with Medication Needs
- Allegations of abuse against staff - Whistle Blowing
- Dealing with complaints against a staff member
- Safer recruitment
- Prevent

Statutory framework

The Child Protection Policy and Safeguarding requirements for schools are set out in the following documents:

- Children act 1989
- Children act 2004
- Education act 2002
- Working together to safeguard children (2015)
- Keeping children safe in education (September 2016)
- Dealing with allegations of abuse against teachers and other staff (2012)
- London Safeguarding Children Board - Interagency child protection and safeguarding procedures

The London Safeguarding Children Board publishes procedures, which can be found at: <http://www.londoncp.co.uk/index.html>

There are seven main elements to our policy:

1. Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
2. Raising awareness of child protection issues and equipping children, staff and governors with the skills needed to keep them safe.
3. Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
4. Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
5. Establishing a safe environment in which children can learn and develop.
6. Developing inter-agency working to safeguard and promote the welfare of children.
7. Providing appropriate safeguarding and CP training which is regularly updated and includes locally identified priorities.

The role and responsibility of the governing Board

The whole governing board has a responsibility for safeguarding and must ensure that they comply with their duties under legislation. They:

- Ensure that the school contributes to inter-agency working in line with statutory guidance.
- Ensure that the school's safeguarding arrangements take into account the procedures and practices of the Local Authority (Hounslow) as part of the inter-agency safeguarding procedures set up by the LSCB.
- Ensure that a member of the governing board is nominated to liaise with the delegated officer from the Local Authority and partner agencies in the event of allegations of abuse made against the headteacher.
- Ensure that there is an effective child protection policy in place together with a staff code of conduct (in the school staff handbook), which is provided to all staff, including temporary staff and volunteers on induction.
- Appoint a member of the school's staff, with appropriate authority, to the role of designated safeguarding lead.
- Consider how children may be taught about safeguarding.
- Prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children.
- Ensure that there are procedures in place to handle allegations against members of staff and volunteers.
- Ensure that there are procedures in place to handle allegations against other children.

Safeguarding information, including the number and type of referrals and concerns raised in school are reported to governors in the Headteacher's report to governors every term. There is an annual report on safeguarding prepared for the autumn term governing body meeting, it is then shared with the local authority. The safeguarding governor and designated safeguarding lead teacher meet at least termly to discuss referrals and outcomes for pupils. Safeguarding is on the agenda at all governing board meetings.

The nominated governor with responsibility for child protection/safeguarding is Mrs Sara Ward.

The Governing Board has a responsibility for managing allegations against the headteacher. The process for managing allegations against staff is laid out in section 4, page 40 of *Keeping Children Safe in Education*, (DfE, 2016). The Chair of Governors would act on receipt of an allegation following the procedures set out.

The responsibility of the school

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

The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the PSHE curriculum and elsewhere 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 and take account of guidance issued by the Department for Education to:

- Ensure we have a designated senior person for child protection who has received appropriate training and support for this role. We will also have a member of staff named as a deputy child protection lead.
- Ensure we have a nominated governor responsible for child protection and another governor in place as a deputy for both training and support.
- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the names of the designated senior person and deputy responsible for child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and duty to refer any concerns to the designated senior person responsible for child protection.
- Ensure all staff and volunteers are aware of the systems within the school which support safeguarding.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by publishing its obligations and sharing them with parents.
- Notify social services if there is an unexplained absence of a pupil who is on the child protection register.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely; separate from the main pupil file, and in locked locations.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.

Support for pupils:

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:

- The content of the curriculum.
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- 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.
- Liaison with other agencies that support the pupil such as social services, Child and Adult Mental Health Service, education welfare service and educational psychology service.
- 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.

Special Educational Needs and Safeguarding:

We recognise that our children with Special Educational Needs may be more vulnerable to abuse or at risk. It is also important to note that children with SEND may experience barriers which make it more difficult to express any difficulties or concerns they have or any abuse they are experiencing. Specifically, children with communication difficulties or social and emotional difficulties may find this particularly difficult. It is important that all staff monitor closely these children's health and well-being and are vigilant to look for any signs of abuse. If staff members have concerns, they should follow the procedures for handling allegations outlined below.

Child protection procedures:

The Children Act 1989 gives every child the right to protection from abuse and exploitation and the right to have enquires made to safeguard his or her welfare.

All schools should have procedures for handling suspected cases of abuse of pupils, but the responsibility for investigating such cases lies with other agencies.

The Headteacher will:

- put in place procedures for handling cases of suspected abuse (including allegations against teachers) which are consistent with those agreed by the Local Safeguarding Children Board and easily available to all staff for reference
- appoint a designated member of staff and a deputy to co-ordinate action within the school and liaise with other agencies on suspected abuse cases
- ensure that the designated members of staff receive appropriate training and support
- ensure that all staff receive information about child protection procedures on induction and have an annual reminder of key details in the September INSET session and that staff read a copy of section 1 of *Keeping Children Safe in Education*, (DfE 2016), the school's Child Protection Policy and the school's Staff Handbook.
- ensure that all staff are alert to signs of possible abuse and know to whom to report any concerns or suspicions
- make parents aware of the school's child protection policy.

When to be concerned and what to do:

There are four categories of abuse:

1. **Physical Abuse** - a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
2. **Emotional abuse** - the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
3. **Sexual abuse** - involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
4. **Neglect** - the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

(Definitions from: *Keeping Children Safe in Education*, DfE 2016)

Other forms of abuse:

Peer on peer abuse

Peer on peer abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in peer on peer abuse is under the age of 18. 'Peer-on-peer' abuse can relate to various forms of abuse (not just sexual abuse and exploitation), and crucially it does not capture the fact that the behaviour in question is harmful to the child perpetrator as well as the victim.

It may involve one of the following areas of abuse:

- Bullying; including cyberbullying, racist or religious bullying, sexual, sexist and transphobic bullying, homophobic bullying and disablist bullying,
- Child Sexual Exploitation (CSE), including children under the age of 16 being coerced, manipulated or deceived into sexual activity by someone who deliberately targets their youth or inexperience. This may occur through peer on peer abusive relationships or may be adult led. This may involve a period of grooming, in which the child may receive gifts prior to performing sexual activities. Often children are not aware of the exploitation as they have a genuine belief that they are loved by their boyfriend / girlfriend or are acting in accordance with their peers. CSE can occur when there is a sense of peer pressure and wanted to fit in.
- Sexually harmful behavior, including sexting; Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault / abuse. This also includes sexting when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture may occur in any relationship and to anyone, whatever their age, gender or sexual preference. However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be committing a criminal offence.

Peer on peer abuse at St Paul's CE Primary School is minimised through:

- Raising awareness of peer on peer abuse through regular teaching and reinforcement in the curriculum; PSHE lessons, assemblies, mentoring.
- Lead DSL (Mr Wright) has received training on CSE. Staff training on areas of peer on peer abuse to be rolled out in the Hounslow LA online training portal (by December 2017), including CSE.
- Staff being vigilant and recognizing and reporting the warning signs to SLT.
- Staff working with children who are at risk of peer on peer abuse or are themselves perpetrators of abuse in order
- Allegations of peer on peer abuse to be dealt with in accordance with procedures for handling allegations. Any allegation of abuse should be reported to the DSL or deputy DSL (see below).

Children Missing in Education:

A child going missing from education can be a sign of abuse or neglect. For example, it could indicate other safeguarding concerns such as sexual exploitation, female genital mutilation and forced marriage. St Paul's endeavours to notify the local authority (LA) of any pupil who is going to be added to or deleted from the admission register at a non-standard transition point. St Paul's acts in accordance with LSCB and Hounslow legislation and guidance on children who are missing in education. Termly reviews of the whole school cohort attendance data are carried out and children are flagged to the EWO. Children's attendance checks, who are at risk of harm / neglect, should be carried out more regularly in pastoral meetings between the lead and deputy DSL.

Honour Based Violence, Forced Marriage:

Honour based violence is a collection of behaviours which are used to control the behaviour of a child within families or other social groups to protect perceived cultural and / or religious beliefs. It may be in the form of domestic abuse / violence and / or sexual violence. It could also be in the form of emotional abuse. A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used.

Signs include:

- Absence and persistent absence
- Request for extended leave of absence and failure to return from visits to country of origin
- Fear about forthcoming school holidays
- Surveillance by siblings or cousins at school
- Decline in behaviour, engagement, performance or punctuality
- Not being allowed to attend extra-curricular activities

Being prevented from going on to further/higher education

Any disclosures of honor based violence or forced marriage should be reported to the school's DSL immediately. In the case of forced marriage rapid action is needed in case the child is at risk of abduction. DSL should refer cases to the Hounslow Local Authority children's social care immediately, as a child protection order may need to be put in place.

Procedure for handling allegations:

1. In all cases where abuse is suspected or a sustainable allegation is made, teachers and other adults working, training or volunteering in the school should immediately report the information to the designated teacher. In the absence of the designated safeguarding lead they should report to the deputy designated lead. The usual protocols of politeness should not be observed if a child is in significant risk of harm if action isn't taken swiftly – meetings can be discreetly interrupted. Under no circumstances should a teacher or other member of staff carry out their own investigation into the allegation or suspicion of abuse.
2. Any adult reporting an allegation will need to make an objective written record once the initial report to the designated safeguarding lead has been made.
3. The designated teacher should refer these cases to or discuss them with the investigating agencies according to the procedures established by the Local Safeguarding Children Board and by the LA.
4. If the designated teacher is unsure about whether a case should be formally referred or has a general concern about a child's health or development, he or she can seek advice and support from the local social services department, the NSPCC or the LA's child protection co-ordinator. The Education Welfare Officer may also be able to offer advice.
5. Whether or not to make a referral which could activate a child protection investigation is a serious decision and will require careful judgement. Where the designated teacher is not the head teacher, they should agree the way in which the designated teacher will keep the head teacher informed of a case.
6. When referring a case of suspected or alleged abuse, the designated teacher should ask to be informed of the timing of the strategy discussion between the statutory agencies which will decide whether and how to investigate. The designated teacher may wish to clarify

with the investigating agencies when, how and by whom the parents and the child will be told that a referral has been made.

7. A member of staff, either the designated teacher or the member of staff who knows the child best, should be prepared to contribute to the strategy discussion the school's knowledge of the child.

What to do in the event of a disclosure:

A disclosure is when a child tells an adult about an event of child abuse that has or may have happened to them or a friend. A disclosure can happen at any time with any adult in the school. It is essential to respond appropriately:

1. Listen carefully and reassure the child – they may be frightened and unsure how you may respond.
2. Don't dismiss what they are telling you, listen sensitively.
3. Don't promise confidentiality – you have a duty to report any allegation of abuse. Instead tell the child that you must tell somebody else, but this will be to keep them safe.
4. Don't ask any leading questions – schools are not investigative bodies. We use TED to help: Can you **Tell** me what happened?, Can you **Explain** what happened?, Can you **Describe** what happened?
5. Ensure that any medical needs are taken care of appropriately.
6. Report the allegation immediately to the designated safeguarding lead teacher.

Early Action

Child Safeguarding concerns take priority. Early help and action is vital in order to support children who we suspect may come in to contact with abuse or neglect. The importance of acting promptly is recognised in the *Keeping Children Safe in Education* (September 2016). All adults should follow closely the schools procedures for handling allegations and disclosures once a child has made this, reporting to the DSL within the school day, who will make a decision as to the likely course of the disclosure / allegation.

Allegations of abuse and disclosures can have a significant emotional impact on staff managing them. Within school, staff can seek support from the designated safeguarding lead teacher and from the governor with responsibility for safeguarding. Support can also be sought from Early Help Hounslow and the NSPCC. Most school unions also provide pastoral helplines for staff.

If a member of staff or adult volunteer/trainee has reported an allegation to the designated safeguarding lead teacher and is dissatisfied with the action taken, they have a right to report the allegation directly themselves to Early Help Hounslow or through the NSPCC.

Role of the Designated Safeguarding Lead Teacher (DSL):

The designated safeguarding lead teacher has specific responsibility for the co-ordination of child protection procedures within the school and for liaison with social services and other agencies. There is also a deputy designated safeguarding teacher to act in the absence of the designated teacher.

All staff need to be made aware who the designated teacher and deputy are as all cases of suspected abuse should be reported to him or her in the first instance.

Suspicions must not be discussed with anyone other than those designated. A written record of the concerns should be made, given to the designated teacher and kept in a secure place.

Core responsibilities of the DSL:

Manage Referrals

- refer cases of suspected abuse to the local authority children's social care (Early Help Hounslow) as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.

Work with others

- liaise with the 'case manager' and the designated officer(s) at the local authority for child protection concerns
- liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

Raise Awareness

- ensure the school's child protection policies are known, understood and used appropriately;
- ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governors regarding this;
- ensure the child protection policy is available publically and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this;
- link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Onward Information Share

- Where children leave the school, ensure that their child protection file is transferred to the new school as soon as possible. Contact the DSL in the receiving school where a case is active and needs an immediate information share to ensure continuity of care.
- Seek/receive information on pupils new to the school where there are CP concerns or there is active social care involvement, making contact with the relevant borough's children's social care team.

DSL Training

The designated teacher and deputy should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The Lead Designated Teacher should undertake Prevent awareness training.

The designated safeguarding lead and deputy need to have appropriate training and should know:

- how to identify the signs and symptoms of abuse and when to make a referral
- the Local Safeguarding Children Board and/or LA procedures and the designated teacher's role within them

- the role and responsibilities of the investigating agencies and how to liaise with them
- the requirements of record keeping
- the conduct of a child protection conference and how the designated teacher or another member of staff can make an appropriate contribution to it.

The designated lead safeguarding teacher and the deputy attend relevant safeguarding network meetings and training relevant to their role and locally relevant safeguarding issues. They have a responsibility to disseminate training and information and to organise relevant training for staff at all levels in the school.

Confidentiality

All staff have a responsibility to share information about the protection of children with the Designated Safeguarding Lead and other professionals. The school's confidentiality policy sets out the framework in which we work at St Paul's School.

Information shared or collated in regard to child protection should only be shared with relevant professionals within a professional context.

Communication with parents

The school publishes information for parents, which sets out its responsibilities for safeguarding children, including the referral to other agencies. The leaflet is printed and circulated to parents annually. We also publish information about child protection on the school's website as well as a download for the school's leaflet on our responsibilities.

If parents have concerns about abuse, they should contact the designated safeguarding lead, Mr Wright. If the concern arises out of school hours and is serious, or during a long school holiday, they should contact either the Police, Early Help Hounslow or the NSPCC.

Allegations against staff

All staff have a responsibility to be mindful of the actions and practices of colleagues. If they witness behaviour or actions of a colleague that cause a concern around safeguarding they must act. The school's Whistle Blowing policy and the Complaints against a member of staff policy set out the process for raising a concern.

If the concern is about any member of staff except the headteacher, it should be reported to the headteacher. If the concern is about the headteacher, it should be reported to the Chair of Governors. The Chair of Governors can be contacted through the school office. The procedure for dealing with safeguarding allegations against a member of staff is set out on page 40 of *Keeping Children Safe in Education* (DfE, 2016)

In Hounslow, the LADO role has evolved, the new procedures for contact with the local authority are set out below:.

For **general safeguarding advice** (i.e. not about a specific child or family), to discuss a concern about the conduct of a person working* with children and young people or to report a safeguarding allegation in respect of a person working* with children and young people contact

the SAAM Duty Desk:

SAAM Duty Desk: 020 8583 5730

The SAAM Duty Desk is the first point of contact for the local authority Designated Officer (DO).

For **existing cases** the Local Authority Designated Officer is:

DO: Hetsie Van Rooyen 020 8583 3066 (for existing cases)

Manager: Lara Wood 020 8583 3061

Email : cpcc-gcsx@hounslow.gcsx.gov.uk

Referrals to Children's Social Care

If you are concerned about the well-being of a child who may be in need or at risk of abuse or neglect:

New Referrals:

Children's Services Duty Desk: 020 8583 6600 / 3200 Option 1

Secure email address: CSLL-socialcare-gcsx.gov.uk

Fax Number: 020 8583 3245

Duty Manager (West): 020 8583 3257

Duty Manager (East): 020 8583 4573

Existing Cases:

Please contact the allocated social worker or their team manager / assistant team manager. If you do not know the name of the social worker / manager, please contact the Duty Desk 020 8583 6600

Advanced disclosure

On rare occasions members of staff may accidentally find themselves in a situation, which could be perceived by others to be inappropriate. In such circumstances we encourage 'advanced disclosure'. The member of staff should tell their line manager as soon as practicable afterwards and certainly on the same day of the event, what happened and how it came about.

**The policy and procedures above all contribute to the school aims
'Caring for all...Growing with God'**

Lead designated teacher: [Mr John Wright \(Headteacher\)](mailto:Head@stpauls.hounslow.sch.uk)
Head@stpauls.hounslow.sch.uk 020 8560 3297

Deputy designated teacher: [Mrs Corinne Lee \(Inclusion Coordinator\)](mailto:clee92.313@lgflmail.org)
clee92.313@lgflmail.org 020 8560 3297

Appendix 1 – Signs and indicators of the four categories of abuse and neglect

PHYSICAL ABUSE:

Physical Signs:

All children have accidents and may have bruises from time to time. The child or his or her parents will usually tell you how the injuries occurred and what happened. However, if they do not tell you or do not give you an adequate explanation of what happened, you need to consider whether the injuries are a possible sign of physical abuse. Sometimes a child can be physically abused without easily identifiable signs of injury, e.g. babies who have been shaken, so it is important to act on concerns so professional assessments can be made.

Injuries not adequately explained including:

- Fractures, bruises, burns, bite marks, slap marks, implement marks e.g. belt mark.

Other signs of abuse include:

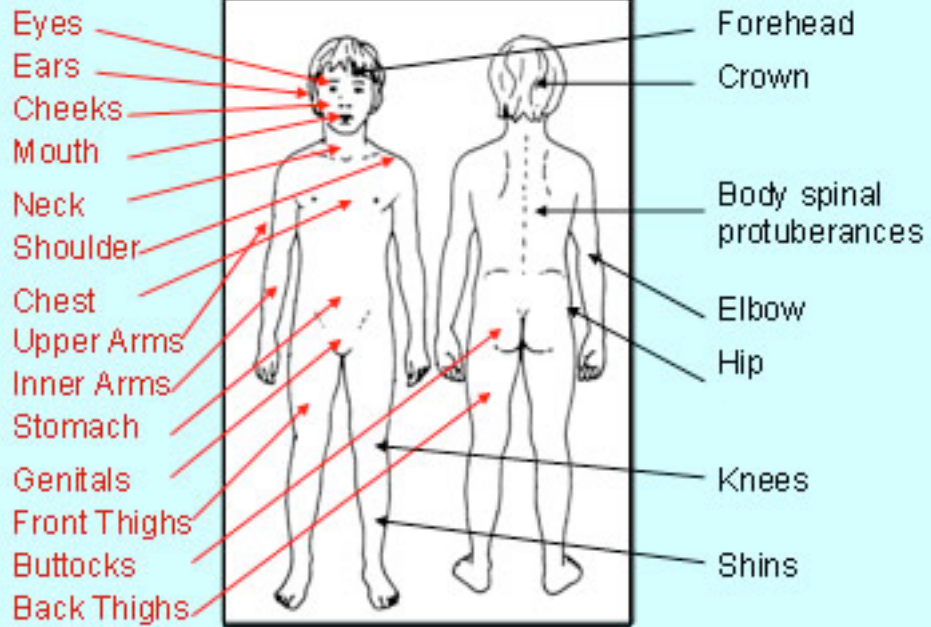
- Grip marks - may indicate shaking
- Slap marks - cheeks, buttocks, limbs (may leave a hand imprint)
- Soft tissue marks
- Long marks
- Symmetrical bruising
- Bruising in unusual places e.g. bruises on ears
- Teeth / bite marks
- Burns with outline, e.g. outline of an iron
- Cigarette burns
- Fractures or other injuries
- Injuries which haven't been treated properly and there is delay in seeking medical attention
- Any injury to a child who isn't mobile e.g. baby under 1 year, disabled child

Behavioural Signs:

- Child appears frightened of others e.g. parent(s) or carer(s)
- Child doesn't want to go home, or runs away
- Child flinches when approached or when someone stretches a hand towards them
- Child reluctant to get undressed e.g. for games or sport activity
- Child very passive or very aggressive
- Frozen watchfulness - child sits very still watching what's going on (waiting for the next hit)
- Equally could appear overly "happy" and "eager to please"

**For
Non-Accidental
Injuries**

**For
Accidental
Injuries**



SEXUAL ABUSE:

Physical Signs:

- Repeated, inappropriate, masturbation
- Presence of sexually transmitted disease
- Young children with age inappropriate sexual knowledge, e.g. penetration, ejaculation, oral sex
- Explicit sexual drawings
- Pain, soreness or itching in the genital or anal areas or mouth
- Recurrent genital or urinary infections.
- Pregnancy

Behavioural Signs:

- Disclosure from a child (to another child or an adult)
- Young children acting out sexual behaviours, e.g. simulating intercourse, grabbing genitalia etc
- Young children displaying sexually inappropriate knowledge or behaviour
- Persistent bedwetting, nightmares and sleep problems
- Anorexia, bulimia, self harm or excessive 'comforting' eating
- Fear of a specific person
- Running away from home
- Substance abuse
- Child having unexplained gifts, including money
- Children having 'secrets' that an adult says they are not allowed to tell
- Secrecy around internet use and webcams etc.

NEGLECT:

Physical Signs:

- Looks excessively thin or ill
- Well below average weight and height, failure to thrive,
- Recent unexplained weight loss.
- Complains of hunger; lack of energy
- Untreated conditions/injuries
- Repeated accidents, especially burns
- Left home alone inappropriately
- Repeatedly unwashed, smelly or dressed inappropriately for the weather
- Supervision/carers inappropriate (e.g 8 year old looking after other children)
- Badly decayed teeth
- Unhygienic and/or unsanitary living conditions

Behavioural Signs:

- Poor level of concentration
- Constantly hungry or 'stealing' food from others/from bins
- Not keeping Doctor or Hospital appointments
- Frequently not at school or persistent lateness
- Reluctant to go home from school
- Delayed speech development

EMOTIONAL ABUSE:

Physical Signs:

- Physical, mental and emotional developmental delay / late developer with no obvious medical reason
- Sudden onset speech disorders, e.g suddenly developing a stammer

Behavioural Signs:

- Acceptance of punishment which seems excessive
- Over-reaction to mistakes
- Continual self deprecation
- Excessive fear of new situations
- Inappropriate emotional response to painful stimuli
- Excessive behaviours, e.g. rocking, head banging, pulling own hair out
- Self harm and/or eating disorders
- Compulsive stealing/scavenging
- Excessively sad, depressed, withdrawn,
- Low self esteem
- Very poor relationship with parent/carer

(Signs and indicators of abuse taken from: <http://www.safeguardingchildren.co.uk/section-2.html>)



Appendix 2 – School Concern Proforma
St Paul's CE Primary School

Concern Sheet

| | |
|--|--------|
| Name of child: | Class: |
| Adult with concern: | Date: |
| The concern requires: 1. Immediate action <input type="checkbox"/> 2. Further discussion with CP Team <input type="checkbox"/> | |
| Details of the concern: | |
| For LDST use | |
| Is the child: On the SEN Register? Yes / No | |
| Looked after by Social Services? Yes / No | |
| Has a Child Protection Plan? Yes/ No | |
| Known to the Social Services / EHH Team? Yes / No | |
| Action: | |

Appendix 3 – Links to support

Hounslow Local Safeguarding Children Board:

<http://www.hounslow.gov.uk/lscb>

National Society for the Prevention of Cruelty to Children (NSPCC)

<http://www.nspcc.org.uk/>