



**REGENT  
PRIMARY  
SCHOOL**

# **Child Protection and Safeguarding Policy**

---

Reviewed by Joe Dyer: August 2021

Previous Review: August 2020

Approved by the Board: October 2021

## **Policy statement and Introduction**

Our core safeguarding principles are:

- It is the school's responsibility to safeguard and promote the welfare of children.
- Children who are and feel safe make more successful learners.
- Representatives of the whole-school community of pupils, staff and Board will be involved in policy development and review.
- Policies will be reviewed annually, unless an incident or new legislation or guidance suggests the need for an earlier date of review.

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. The procedures contained in this policy apply to all staff and Board members. They are consistent with the schools within the Regent group and are based on UK best practices. Where possible, the procedures are linked to Nigerian context and are in line with National minimum standards.

## **Aims and Principles**

- The school will ensure that the welfare of children is given paramount consideration when developing and delivering all school activity.
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm in accordance with this guidance.
- All pupils and staff involved in child protection issues will receive appropriate support from the senior management of the school who will follow this policy guidance in doing so.
- To provide all staff with the necessary information to enable them to meet their statutory responsibilities to promote and safeguard the wellbeing of children.
- To ensure consistent good practice across the school.
- To demonstrate the school's commitment with regard to safeguarding children.

## 1.0 **Guidance:**

Certain policies, such as our Code of Conduct and Anti-bullying Policy, will take particular account of this Child Protection Policy. This policy will also be considered with reference to the participation by pupils in sporting activities, other extra-curricular activities and school outings. Other practices and activities, where child protection might have particular relevance, will take due consideration of the procedures outlined within this policy.

The Board has ensured that the necessary policies, protocols or practices as appropriate are in place in respect of each of the above listed items. This policy will be made available to school personnel and is readily accessible to parents on request. It will be available on our school website [www.regentschoolabuja.com/primary](http://www.regentschoolabuja.com/primary).

All Schools should give effect to their duty to safeguard and promote the welfare of their pupils by:

- Creating and maintaining a safe learning environment for children and young people
- Identifying where there are child welfare concerns and taking action to address them, in partnership with other organisations where appropriate.

This policy develops procedures and good practice within our School, to ensure that there is an understanding of the duty to safeguard and promote the welfare of all children and young people including those who are vulnerable. We endeavor to provide a safe and welcoming environment where children and young people are respected and feel valued. It provides evidence of how this will be implemented within our School.

This policy has been read by all staff and signed to the effect that they have read and understood it.

## 1.1 **Terminology**

- **Child** includes everyone under the age of 18 years old.
- **All staff** – refers to all those staff working for or on behalf of the School, full time or part time, permanent or temporary, in either a paid or voluntary capacity.
- **Parent** – refers to birth parents and other adults in a parenting role, for example step parents, foster carers, and adoptive parents, any other person(s) who have legal parental responsibility for a child.
- **Safeguarding** and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of 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.
- **Child protection** refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

## 1.2 **Acronyms used in this policy:**

DSL –Designated Safeguarding Lead

DDSL – Deputy Designated Safeguarding Lead

CSE –Child Sexual Exploitation

FGM –Female Genital Mutilation

KCSIE –Keeping Children Safe in Education (Revised September 5<sup>th</sup> 2016)

### **1.3 Key Documents:**

This is an overarching policy and should be read in conjunction with the following documents, which should be used for guidance although they are not legally binding in Nigeria:

‘Working Together to Safeguard Children’ 2018, which is statutory guidance to be read and followed by all those providing services for children and families, in the UK. The guidance is available via the following link:

<http://www.workingtogetheronline.co.uk/index.html>

“Keeping Children Safe in Education” (January 2021), which is the statutory guidance for Schools and Colleges in the UK. The guidance is available via the following link: <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

‘What to do if worried a child is being Abused: Advice for Practitioner’. March 2015. The guidance is available via the following link:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419604/What\\_to\\_do\\_if\\_you\\_re\\_worried\\_a\\_child\\_is\\_being\\_abused.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

Multi agency Statutory Guidance on Female Genital Mutilation (July 2020) (pages 59-61 focus on Schools). The guidance is available via the following link:

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

Multi agency Statutory Guidance for dealing with Forced Marriage July 2016: This guidance is available via the following link:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/322307/HMG\\_MULTI\\_AGENCY\\_PRACTICE\\_GUIDELINES\\_v1\\_180614\\_FINAL.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf)

#### **Child Sexual Exploitation Definition and a guide for Practitioners DfE February 2017**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/591903/CSE\\_Guidance\\_Core\\_Document\\_13.02.2017.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf)

This policy should also be read in conjunction with the following policies linked to safeguarding within the School which can include:

- Online safety
- Health and Safety
- Positive Behaviour Policy
- Safer Recruitment
- First Aid

## **2: Our Principles:**

The purpose of this policy is to provide a secure framework for all staff in safeguarding and promoting the welfare of those pupils who attend our School. Our School recognises that the safety and welfare of children is paramount and that we have a responsibility to protect our children. We take all reasonable steps to ensure, through appropriate procedures and training, that all children, irrespective of sex, age, disability, race, religion or belief, sexual identity or social status, are protected from abuse. We will seek to:

- Create a safe and welcoming environment where children can develop their skills and confidence.
- Support and encourage other groups and organisations to implement similar policies.
- Recognise that safeguarding children is the responsibility of everyone, not just those who work with children.
- Ensure that any training or events are managed to the highest possible safety standards.
- Review ways of working to incorporate best practice. Including this policy being regularly reviewed and updated to reflect current best practice and Government expectations.
- Treat all children with respect regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity.
- Carefully recruit and select all employees, contractors and volunteers.
- Respond swiftly and appropriately to all complaints and concerns about poor practice or suspected or actual child abuse.
- Share information about concerns with agencies who need to know, and involving parents and children appropriately.
- Our School maintains an attitude of 'it could happen here' at all times.

### **2.1 Key elements to this policy:**

- Establishing positive, supportive, secure working practices that put children first.
- Ensuring we practice safer recruitment in checking the suitability of all staff who work in our School.
- Keeping child protection issues at the forefront of our work and know who in the School the DSL is.
- Ensuring that all staff implement procedures for identifying and reporting cases, or suspected cases of abuse and regularly reviews them
- Ensure we have a DSL and a Deputy who have received appropriate training and support for their role (see training section).

- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters if appropriate.
- Keep records of concerns about “vulnerable” children including chronologies, even where there is no need to refer the matter immediately. This includes the use of any screening tool that aids identification of Child Sexual Exploitation (CSE), Female Genital Mutilation (FGM), on-line use or other such issues and that such records are securely placed.
- Follow procedures where an allegation is made against a member of staff and that such procedures are robust to deal with any allegation and that clear records of investigations and outcomes of allegations are held on staff files.
- Risk-assess any off-site activity, led by us, the School.

### **3. Child Abuse:**

There are four types of child abuse as defined in ‘Working Together to Safeguard Children’ (2015).

#### **3.1 Physical Abuse**

May involve hitting, shaking, throwing, poisoning, burning/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.

#### **3.2 Emotional Abuse**

Is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child’s emotional development. It may involve conveying to children 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 the 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 cyber bullying), 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, though it may occur alone.

#### **3.3 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 or 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.

### **3.4 Neglect**

Is 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?

It may include a failure to:

- Provide adequate food, clothing and shelter.
- 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.

If you are to refer a child or young person because of possible neglect, always check back to see if there have been any previous concerns. The Children Act 1989 talks about how the persistent neglect of very basic needs is likely to cause impairment in the child or young person's development.

Signs and Indicators which may assist in the identification of some forms of abuse can be found in Appendix A.

### **3.5 Bullying**

Bullying and forms of bullying including prejudice based and cyber bullying is also abusive which will include at least one, if not two, three or all four, of the defined categories of abuse **[refer to School Bullying Policy]**.

## **4. Reporting your concerns**

### **4.1 General Principles**

In the first instance if a member of staff has a concern about a child, they should report this immediately to the DSL.

The DSL may well have information that others members of staff do not know about a child and their family. Staff should be told on a 'need to know basis' (see confidentiality Section 7).

However insignificant you think your concern might be pass it on to your DSL. It may only be a small bit of information but it helps to form a bigger picture.

If the DSL is not available then speak to the DDSL.

### **4.2 Informing Parents**

We will ensure that we speak to the family about their concerns and proposed actions unless to do so would place the child at risk or when in exceptional circumstances; the decision not to inform parents/carers must be justified and the details recorded. If a child makes a disclosure or presents with an injury, it is imperative that advice is sought immediately prior to the child returning home and as soon as the School become aware of this.

## **5. Specific Safeguarding Issues:**

There are specific issues that have become critical issues in Safeguarding that we will endeavour to ensure **ALL** their Staff are familiar with; having processes in place to identify, report, monitor and which are included within teaching:

- Child Sexual Exploitation (CSE)

- Domestic Violence
- Drugs
- Faith abuse
- Female Genital Mutilation (FGM)
- Forced Marriage
- Gender based violence/Violence against women and girls (VAWG)
- Hate
- Mental Health
- Private Fostering
- Preventing Radicalisation
- Online abuse/Sexting
- Trafficking
- Child sexual abuse within the family
- Poor parenting, particularly in relation to babies and young children

### **5.1: Child Sexual Exploitation (CSE)**

Child Sexual Exploitation is a form of child sexual abuse. It occurs where an individual or group take advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact, it can also occur through the use of technology. (DfE Child Sexual Exploitation February 2017).

All suspected or actual cases of CSE are a safeguarding concern in which Child Protection procedures must be followed; where the risk is immediate a referral to the police will be made. If any staff are concerned about a pupil, they will refer to the Designated Safeguarding Lead/

### **5.2 Female Genital Mutilation (FGM)**

TRPS recognises and understands that there is now a mandatory reporting duty for all teachers to report to the police where it is believed an act of FGM has been carried out on a girl under 18. Failure to do so may result in legal/disciplinary action being taken.

All suspected or actual cases of FGM are a Safeguarding concern in which safeguarding procedures will be followed; this will include a referral to the police. If any staff are concerned about a pupil, they will refer to the Safeguarding Designated Lead/s within the school unless there is a good reason not to do so.

Potential indicators of FGM are contained within Appendix A.

### **5.3 Children with special educational needs and disabilities**

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges.



TRPS recognises that additional barriers can exist when **identifying** abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

The individual needs of every special educational needs or disabled child will be reviewed regularly and consideration given to any additional vulnerabilities they may have which could lead to safety and welfare concerns arising.

Should any concerns arise in relation to any child in relation to their safety and welfare TRPS will follow the same procedures as outlined within this policy and liaise with the DSL initially.

#### **5.4 Online safety**

Mobile phones, laptops, iPads, and other on-line type products are integrated into all our lives. Many are used within our School. However, there are those that seek to use these for their own or others gratification. The link below provides more information on on-line safety and cover issues such as:

- Bullying, including online bullying and prejudice-based bullying, racialisation and/or extremist behaviour
- Child sexual exploitation and trafficking
- The impact of new technologies on sexual behaviour, for example sexting.

TRPS take online safety very seriously both in terms of our pupils and all of our staff. Please also refer to School e-safety/online policy and the acceptable user policy for staff.

#### **5.5 Domestic Abuse**

Domestic abuse may take many forms. Witnessing the physical and emotional suffering of a parent may cause considerable distress to children and both the physical assaults and psychological abuse suffered by adult victims who experience domestic abuse can have a negative impact on their ability to look after their children. Children can still suffer the effects of domestic abuse, even if they do not witness the incidents directly. However, in up to 90% of incidents involving domestic violence where children reside in the home, the children are in the same or the next room. Children's exposure to parental conflict, even where violence is not present, can lead to serious anxiety and distress among children. Children can see School as a safe retreat from problems at home or alternatively not attend School through a perceived need to be at home to protect abused parents or siblings.

Domestic abuse can therefore have a damaging effect on a child's health, educational attainment and emotional well-being and development. The potential scale of the impact on children is not always easy to assess but may manifest itself as behavioural, emotional or social difficulties, including poor self-esteem, withdrawal, absenteeism, adult-child conflict. Children sometimes disclose what is happening or may be reluctant to do so hoping that someone will realise something is wrong.

## **5.6 Looked after children**

The most common reason for children becoming looked after is as a result of abuse and/or neglect. The Board should ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe. KCSIE (revised September 2016)

A designated children in care lead has been appointed from the senior leadership team. In TRPS this person is currently Mr Dyer

The designated child in care lead will ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility.

## **5.7 Forced Marriage**

The UK Government describe this as taking someone, usually overseas, to force them to marry (whether or not the **forced marriage** takes place) or marrying someone who lacks the mental capacity to consent to the marriage (Coercion may include physical, psychological, financial, sexual and emotional pressure). It may also involve physical or sexual violence and abuse.

Arranged marriage is common in some cultures. The families of both spouses take a leading role in arranging the marriage, however the choice of whether or not to accept the arrangement remains with the prospective spouses. Children may be married at a very young age and well below the age of consent in England. ALL Staff should be particularly alert to suspicions or concerns raised by a pupil.

## **5.8 Private Fostering**

A private fostering arrangement is when a child is cared for consecutively for 28 days or longer by someone who is not a member of that child's immediate family.

## **5.9 Modern Slavery and Human Trafficking**

The above are offences under the Modern Slavery Act 2015. These offences include holding a person in a position of slavery, servitude forced or compulsory labour, or facilitating their travel with the intention of exploiting them soon after.

Although human trafficking often involves an international cross-border element, it is also possible to be a victim of modern slavery within your own country.

It is possible to be a victim even if consent has been given to be moved.

Children cannot give consent to being exploited therefore the element of coercion or deception does not need to be present to prove an offence.

## **5.10 Peer on Peer Abuse/Child on Child**

**This can be physical, sexual, emotional or cyber. Of particular concern is Peer on Peer sexual abuse whether in person or online (coercing into sexual acts or providing sexual images). Staff should be particularly observant**

over potential peer on peer sexual abuse within school, paying specific attention to tucked away places like toilets and changing rooms.

## 6. Confidentiality and Information Sharing:

Confidentiality needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. **No adult must ever guarantee confidentiality** to any individual including parents, children, colleagues. Staff should make children aware that if they disclose information that may be harmful to themselves or others, then certain actions will need to be taken.

Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, obtaining consent may not be possible or in the best interest of the child or young person, e.g., where safety and welfare of that child or young person necessitates that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of the case, and legal advice should be sought if in doubt.

If the information given relates directly to the safety and welfare of a child then the DSL must be informed immediately.

## 7. Record Keeping:

Well-kept records are **essential** to good safeguarding and child protection practice. We are clear about the need to record any concerns held about children or young people, the status of such records and when these records should be passed over to other agencies.

In our work with children and their families, we recognise the importance of:

- Keeping clear detailed up to date written records of concerns about children and young people. This includes a chronology.
- Ensuring all records are kept secure and in a locked location.
- Ensuring records are passed on to the receiving School if a child or young person transfers. In line with current local authority guidance.
- Ensuring all records are clear, factual and jargon free.

## 8. Allegations against staff:

Allegations against staff are covered in all basic training and induction training that takes place within our School.

Never let allegations by a child or young person go unrecorded or unreported, including any made against you. If you receive a disclosure, about an adult colleague, it is important to reassure the child that what he says will be taken very seriously and everything possible done to help.

In all instances the Head of School must be informed. If the Head of School is not available then the DDSL should be advised.

If the allegation concerns the Head of School or Senior Teacher, then the Proprietress of the School must be informed. In all situations regarding an allegation of abuse against a member of staff/volunteer/director the School must not act alone and must seek advice and make a referral where necessary.

## **The following issues need to be considered**

- **What are** the safeguarding arrangements of the child or young person to ensure they are not in contact with the alleged abuser?
- consider the rights of the staff member for a fair and equal process of investigation;
- ensure that the appropriate disciplinary procedure is followed, including whether suspending a member of staff from work until the outcome of any investigation is deemed necessary;
- act on any decision made in any strategy meeting.

## **9. Key Safeguarding Roles and Responsibilities: (see Appendix D)**

### **9.1 Designated Safeguarding Lead (DSL)**

There is a legal obligation under the Education Act 2002 S175/157 for all academies to have a designated safeguarding lead. TRPS follows the guidance in Annex B of KCSIE (revised September 2016) which outlines the key responsibilities of the DSL.

### **9.2 Deputy Designated Safeguarding Lead (DDSL)**

As above we follow the guidance in Annex B of KCSIE (revised September 2016) which outlines the key responsibilities of the DSL and DDSL.

## **10. Safer Recruitment**

Our School operates Safer Recruitment Policy which broadly speaking ensures:

- Police checks are carried out on staff/volunteers who work with children.
- International Criminal Record checks are made for Expat staff.
- at least one member of the recruitment panel members has undertaken safe recruitment training through an accredited training programme.
- Newly appointed staff have a thorough induction including safeguarding. They are also closely monitored for six weeks.

We hold a Single Central Record (SCR) which demonstrates we have carried out the range of checks required by law on our staff.

## **11. Training:**

All members of our workforce have undertaken Educare Safeguarding for International Schools courses at the appropriate level.

All staff members will receive appropriate safeguarding and child protection training/briefings which will be regularly updated (minimum of yearly).

In addition, all staff members will receive safeguarding and child protection updates. These will be done as part of staff meetings.

All staff will also, as part of our induction, be issued with information in relation to our Child Protection and Safeguarding Policy, Staff Code of Conduct, and Educare Safeguarding Courses.

Our DSL and DDSL(s) will undertake further International Advanced Safeguarding Training in addition to the whole School training. This will be undertaken at least every two years and will update their awareness and understanding of the impact of the wider agenda of safeguarding issues. It will support both the DSL and DDSL to be able to better undertake their role and support the School in ensuring our safeguarding arrangements are robust and achieving better outcomes for the pupils in our School.

Our School Board will have access to basic safeguarding training within the School.

At least one member of our recruitment panel will have undertaken safer recruitment training. Best practice is that this is updated every 3 years to ensure that the School are keeping up with changes made to recruitment processes and changes in safeguarding requirements when recruiting staff.

## **12. Extended School and off-site arrangements:**

All extended and off-site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. Where extended School activities are provided by and managed by the School, our own safeguarding/child protection policy and procedures apply. If other organisations provide services or activities on our site, we will check that they have appropriate procedures in place, including safer recruitment procedures.

## **13. Supporting Staff:**

Our School recognise that all staff may find dealing with safeguarding and child protection concerns very difficult and upsetting. It may trigger memories of their own difficult childhood, or be an experience they have had as an adult, or a member of their family, or close friendship group has experienced.

The School hopes in such situations that the individual staff member would be able to talk to a member of the senior leadership team in School who can make enquiries into what support may be available for the individual member of staff.

The DSL will take responsibility for updating this policy and information, all staff and the Board of key changes.

## **14. Photography and Images**

All parents sign to say permission is granted for publication of images or they restrict it. In this case the child concerned is not used in any school publication. Staff are encouraged not to take images on their phones etc but if some are taken for school use then they should be transferred as soon as possible to computer and deleted from the staff member's phone.

## **Appendix A: Signs and Indicators of Abuse**

A more comprehensive list will be considered within staff training however this will give staff some indication of what to look out for.

Although these signs do not necessarily indicate that a child has been abused, they may help staff recognise that something is wrong.

If you have any concerns, you must pass these to your DSL immediately.

### **Physical Abuse**

Most children will collect cuts and bruises and injuries, and these should always be interpreted in the context of the child's medical / social history, developmental stage and the explanation given. Most accidental bruises are seen over bony parts of the body, e.g., elbows, knees, shins, and are often on the front of the body. Some children, however, will have bruising that is more than likely inflicted rather than accidental.

Important indicators of physical abuse are bruises or injuries that are either unexplained or inconsistent with the explanation given; these can often be visible on the 'soft' parts of the body where accidental injuries are unlikely, e.g., cheeks, abdomen, back and buttocks. Occasionally a 'pattern' may be seen e.g., fingertip or hand mark. A delay in seeking medical treatment when it is obviously necessary is also a cause for concern.

#### **The physical signs of abuse may include:**

- Unexplained bruising, marks or injuries on any part of the body.
- Multiple bruises- in clusters, often on the upper arm, outside of the thigh.
- Cigarette burns.
- Human bite marks.
- Broken bones.
- Burns- shape of burn, uncommon sites, friction burn

#### **Changes in behaviour that can also indicate physical abuse:**

- Fear of parents being approached for an explanation.
- Aggressive behaviour or severe temper outbursts.
- Flinching when approached or touched.
- Reluctance to get changed, for example in hot weather.
- Depression.
- Withdrawn behaviour.
- Running away from home.

### **Neglect**

It can be difficult to recognise neglect; however, its effects can be long term and damaging for children.

It is also impossible to recognize that aspects of neglect can be very subjective. We may need to challenge ourselves and others and remember that people can have different values and that there will be differences in how children are cared for which may be based on faith or cultural issues that are different to ours.

In respecting these differences, we must not be afraid to raise our concerns if we believe the care being given to the child may be impacting on its safety and welfare.

**The physical signs of neglect may include:**

- Being constantly dirty or 'smelly'.
- Constant hunger, sometimes stealing food from other children.
- Losing weight, or being constantly underweight (obesity may be a neglect issue as well).
- Inappropriate or dirty clothing

**Neglect may be indicated by changes in behaviour which may include:**

- Mentioning being left alone or unsupervised.
- Not having many friends.
- Complaining of being tired all the time.
- Not requesting medical assistance and/or failing to attend appointments

**Emotional Abuse**

Emotional abuse can be difficult to identify as there are often no outward physical signs. Indications may be a developmental delay due to a failure to thrive (also known as faltering growth) and grow, however, children who appear well-cared for may nevertheless be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. Emotional abuse can also take the form of children not being allowed to mix or play with other children.

**Changes in behaviour which can indicate emotional abuse include:**

- Neurotic/anxious behaviour e.g., sulking, hair twisting, rocking.
- Being unable to play.
- Fear of making mistakes.
- Sudden speech disorders.
- Self-harm.
- Fear of parent being approached regarding their behaviour.
- Development delay in terms of emotional progress.
- Overreaction to mistakes.

**Sexual Abuse**

It is recognised that there is underreporting of sexual abuse within the family. All Staff and Governors should play a crucial role in identifying / reporting any concerns that they may have through, for example, the observation and play of younger children and understanding the indicators of behaviour in older children which may be underlining of such abuse.

All Staff and Governors should be aware that adults, who may be men, women or other children, who use children to meet their own sexual needs abuse both girls and boys of all ages. Indications of sexual abuse may be physical or from the child's behaviour. In all cases, children who tell about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.

**The physical signs of sexual abuse may include:**

- Pain or itching in the genital area.
- Bruising or bleeding near genital area.
- Sexually transmitted disease.
- Stomach pains
- Discomfort when walking or sitting down.

**Changes in behaviour which can also indicate sexual abuse include:**

- Sudden or unexplained changes in behaviour e.g., becoming aggressive or withdrawn.
- Fear of being left with a specific person or group of people.
- Sexual knowledge which is beyond their age, or developmental level.
- Sexual drawings or language.
- Eating problems such as overeating or anorexia.
- Self-harm or mutilation, sometimes leading to suicide attempts.
- Saying they have secrets they cannot tell anyone about
- Acting in a sexually explicit way towards adults.

**Note:** A child may be subjected to a combination of different kinds of abuse. It is also possible that a child may show no outward signs and hide what is happening from everyone.

**Child Sexual Exploitation (CSE)**

Many aspects of CSE take place online so it may be difficult to identify this within School. The behaviours also need to be considered within the context of the child's age and stage of development. As they get older this may be more difficult to identify. However, abuse indicators may include:

- Children talking about having lots of 'friends' online whom when asked they do not know personally
- Disengagement from education
- Using drugs or alcohol
- Unexplained gifts/money
- Repeat concerns about sexual health
- Decline in emotional wellbeing
- Talking about physically meeting up with someone they met online
- Posting lots of images of themselves online
- Going missing
- Talking about friendships with older young people/adults
- Engagement with offending
- Exclusion or unexplained absences from School
- Isolation from peers/social network
- Frequently in the company of older people – association with 'risky' adults
- Accepting lifts or being picked up in vehicles
- Physical injury without plausible explanation
- No parental supervision/monitoring of online activity
- Poor School attendance
- Secretive behaviour
- Self-harm or significant changes in emotional well-being



- Concerning use of internet or other social media
- Returning home late
- Chronic tiredness

### **Female Genital Mutilation (FGM)**

Although situations of FGM may be unusual in the UK it is important that you realise that it is much more prevalent in Nigeria and Africa. **8–15-year-old girls are the most vulnerable**

#### **Indicators may include:**

- Days absent from School
- Not participating in physical education
- In pain/has restricted movement/frequent and long visits to the toilet/broken limbs
- Confides that she is having a special procedure, cut or celebration
- Unauthorised and or extended leave, vague explanations or plans for removal of a female in a high-risk category especially over the summer period
- Plans to take a holiday which may be unauthorised, unexplained or extended in a country known to practice FGM
- Parents from a country who are known to practice FGM.

### **Appendix B: Dealing with a Disclosure of Abuse**

It is extremely important that if a child discloses that you know what to do. This will be explained by the DSL/DDSL during induction and will form a key part of any safeguarding training undertaken within School. These are the key principles:

#### **If:**

- A child or young person discloses abuse, or
- You suspect a child may have been abused, or
- You witness an abusive situation involving another professional.

#### **You RECORD AND REPORT:**

- Respond without showing any signs of disquiet, anxiety or shock.
- Enquire casually about how an injury was sustained or why a child appears upset.  
E.g., How did you .....?
- Confidentiality must never be promised to children, young people, or adults in this situation.
- Observe carefully the demeanor or behaviour of the child.
- Record in detail what has been seen and heard in the child's own words (after you have spoken to them, not during a disclosure).
- Do not interrogate or enter into detailed investigations: rather, encourage the child to say what **she/he** wants until enough information is gained to decide whether or not a referral is appropriate.
- Ensure if the child is complaining of being hurt/unwell this is reported immediately

Asking questions is fine to help understand what the issue is BUT you must ensure the questions are open and give the child the ability to clarify.

- It is important NOT to ask leading questions e.g. Did ----- Was it -----?.
- It is important to know when to stop asking questions and listen.

- It is important not to interrogate.

#### **Types of Questions you can ask (TED Talk – Tell me – Explain – Describe):**

- Tell me? (tell me what happened)
- Explain? (explain what you meant by)
- Where did this happen/where were you?
- When did this happen?

Remember you are only clarifying with the child if something concerning did happen or could have happened from the information, they give you.

Then report to your DSL or DDSL immediately.

#### **Staff MUST NOT**

- Investigate suspected/alleged abuse themselves;
- Evaluate the grounds for concern;
- Seek or wait for proof;
- Discuss the matter with anyone other than the designated staff
- Speak to the parents until you have had a conversation with your DSL or DDSL
- Ask the child to repeat the information to anyone including the DSL/DDSL
- Promise to keep it a secret.

#### **APPENDIX C: Procedures if an allegation is made against an academies staff member (including volunteers and hub councillors).**

Never let allegations by a child or young person go unrecorded or unreported, including any made against you. There are very clear procedures that are there to protect children but also to ensure as much protection as possible against a potential false allegation involving a member of staff.

Any allegations should be reported to the head teacher regardless as to whether they are the designated safeguarding lead as they are ultimately responsible for all staff within the School.

If you receive a disclosure, about an adult colleague, it is important to reassure the child that what **she**/he says will be taken very seriously and everything possible done to help.

#### **Appendix D: Key Roles and Responsibilities**

##### **Designated Safeguarding Lead (DSL):**

The School follows the guidance within Annex B: KCSIE which includes:

- Being a central point of contact for all staff
- Confident in knowing what to do and where to go if you have concerns
- Ensure records are kept up to date, safely and securely
- That all staff are aware of their safeguarding responsibilities
- Be the initial point of contact for external agencies in relation to safeguarding issues
- Promote awareness of safeguarding in relation to the children, all staff, the Hub Councillors and parents

## **Deputy Designated Safeguarding Lead (DDSL):**

As above. They will be trained to the same level of the DSL .

If you are a large School you may have more than one DDSL. If this is the case ensure that there is excellent communication between the safeguarding team within the School and that all records are kept centrally and available to be accessed by the designated safeguarding staff.

## **The Board**

You should adapt to meet the requirements of your own governance but ensure you are still meeting the requirements of Part 2 of KCSIE (September 2016) this includes:

- Taking leadership responsibility for the Safeguarding and Child Protection arrangements; this includes assisting the DSL
- That they are up to date with emerging issues in Safeguarding and recognise the strategies that are recommended.
- That the DSL/DDSL are fully equipped to undertake the Safeguarding role and that they have access to the appropriate training and that this is updated with certified training every two years.
- That a DSL is on the premises and available during School hours, where this is not available there is cover in place. Therefore, ensuring there is cover at all times.
- That there are procedures in place in handling allegations against Staff and Volunteers.
- That all staff, (including volunteers and frequent visitors) who will be working in the School are given a mandatory induction which includes knowledge regarding abuse, neglect, staff code of conduct specific safeguarding issues and familiarisation with Child Protection responsibilities. The induction will also include procedures to be followed if anyone has any concerns about a Child's Safety or welfare, and knowledge about academies policies and procedures.
- That all Staff have regular reviews of their own practice to ensure ongoing personal/professional development.
- That all Staff receives the appropriate training which is regularly updated. Safeguarding briefings and updates are given to all staff including Hub Councilors a minimum of yearly.
- To ensure that children are taught about Safeguarding, including on line, through teaching and learning opportunities, as part of providing a broad and balanced curriculum including PSHE.
- We have in place an on-line/ e - safety Policy equipped to deal with a widening range of issues associated with technology.
- That we notify Children's Social Care if there is an unexplained absence of a pupil who is the subject of a Child Protection Plan.
- Making sure that the Child Protection/Safeguarding Policy is available to parents and carers as appropriate including displaying on the School's website.
- That all relevant safeguarding policies are reviewed on a regular basis (safeguarding policy should be annually) and that all legislative changes as well as changes to mandatory national guidance and local processes are reflected within the relevant policies and procedures within the School.