



**Barfield is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this information.**

## **1. Introduction**

- 1.1 This policy is designed to safeguard and promote welfare of all pupils at Barfield School, including those in the EYFS. It has been developed in accordance with the principles established by the Children Act of 1989 and 2004; the Education Act in 2002, and in line with government publications: '*Working together to safeguard children*' March 2015, '*Keeping children safe in education*', July 2015, '*Framework for the Assessment of Children in Need and their Families*', 2000, '*What to do if you're worried a child is being abused*' March 2015, '*Safer Recruitment in education*' DfES Jan 2007, '*Disqualification under the Childcare Act 2006*' Feb 2015 and Surrey Safeguarding Children Board SSCB (formerly the Surrey Area Child Protection Committee, Child Protection Procedures.
- 1.2 The Governing body takes seriously its responsibilities under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.
- 1.3 We recognise that all adults, including temporary staff, volunteers and Governors have a full and active part to play in protecting our pupils from harm, and that the children's welfare is our paramount concern.
- 1.4 All staff believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.
- 1.5 This policy will be under annual review by the Governors with the expectation of review of the efficiency with which the related duties have been discharged.

The aims of this policy are:

- To support the child's development in ways that will foster security, confidence and independence.
- To provide an environment in which children feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be listened to effectively.

- To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse (See Appendices one and two).
  - To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contributes to assessments of need and support packages for those children.
  - To emphasise the need for good levels of communication between all members of staff.
  - To present a structured procedure within the school, which will be followed by all members of the school community in cases of suspected abuse.
  - That any deficiencies or weaknesses in child protection arrangements are remedied without delay.
  - To develop and promote effective working relationships with other agencies, especially the Police and Social Care. We have a duty to protect all children at risk, or in need, and our policy is in line with locally agreed Inter-Agency procedures.
  - To ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and satisfactory DBS / disqualification checks (according to guidance) and a central record is kept for audit.
- Barfield operates safe recruiting procedures, including DBS and compliance with the Independent Schools Standards Regulations Recruitment and selection procedures are included in the School's Recruitment and Selection Policy.

## 2. Safe School, Safe Staff

A file with referral forms and contact numbers is on display in, and held in, the Staff Room.

### 2.1 2.1.1 We will ensure that:

- All members of the governing body understand and fulfil their responsibilities, namely to ensure that:
  - There is a Child Protection Policy together with a staff behaviour (code of conduct) policy.
  - The school operated safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training.
  - The school has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.
  - The school adheres to the disqualification under the Childcare Act 2006, February 2015.
  - The school has a Designated Safeguarding Lead (DSL), Mrs Cathy Gibbs, who is also responsible for safeguarding in the EYFS and a Deputy Designated Safeguarding Officer, Mrs Kerrie Daunter. Both of whom are members of the Senior Management Team, and both have undertaken the compulsory interagency Child Protection Training delivered through the SSCB (Two days - Modules 1 &2) and who undertake other training as required by the Local Authority Designated Officer team, to update their training at least every 2 years.
  - All other members of staff have Safeguarding training updated as appropriate and are provided with child protection awareness at induction, including in their arrival pack, the school safeguarding statement "Safeguarding Children at Barfield School", so that they know with whom to discuss a concern. All staff read Part 1 of Keeping Children Safe in Education, and signed evidence of this is collated in the school office. Subsequent updates are circulated and all staff sign to confirm they have read and understood them. In addition, all staff read and sign off the school ICT, Staff Code of Conduct, Prevent and Health & Safety Policies. Records of which are in the school office.
  - The Headmaster and all other staff, have child protection awareness training (Module 6), updated by the DSL every 3 years, to maintain their understanding of the signs and indicators of abuse and how to respond to concerns.
  - All members of staff, volunteers, temporary staff and governors know how to respond to a pupil who discloses abuse.

- Any weaknesses in Child Protection are remedied immediately.
- A member of the Governing Body, usually the Chair (Ms Denise Le Gal of Barfield School Runfold Surrey GU10 1PB, Tel: 01252 782271), is nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Head Teacher.
- Child Protection policies and procedures are reviewed annually and that the Child Protection policy is available on the school website or by other means.
- The Governing Body considers how children may be taught about safeguarding. This may be part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE) and / or sex and relationship education (SRE).
- That enhanced DBS checks are in place for the Chair of Governors.

- 2.1.2 The DSLs who are involved in recruitment and at least one member of the governing body will also complete Safer Recruitment Training (currently on-one on the DfE website) to be renewed every 5 years.
- 2.1.3 All members of the teaching staff, temporary staff and volunteers are provided with child protection awareness information at induction, including in their arrival pack, the school safeguarding statement so that they know who to discuss a concern with.
- 2.1.4 All members of staff are trained in and receive regular updates in e-safety and reporting concerns (See Appendix three).
- 2.1.5 All other staff and governors, have child protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse.
- 2.1.6 All members of staff, temporary staff, volunteers, and governors know how to respond to a pupil who discloses abuse through delivery of the Awareness Raising pack.
- 2.1.7 All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of this Safeguarding Policy, and reference to it in our admissions pack and Handbook for Parents of children in the EYFS.
- 2.1.8 Our lettings policy will seek to ensure the suitability of adults working with children on school sites at all times.
- 2.1.9 Community users organising activities for children are aware of the school's child protection guidelines and procedures.
- 2.1.10 We will ensure that child protection type concerns or allegations against adults working in the school are referred to the LADO for advice, and that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS) for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer.

2.2 Our procedures will be reviewed annually and up-dated.

2.3 All new members of staff will be given a copy of this Safeguarding Children Policy, with the DSL's name, as part of their induction into the school. At induction, staff are trained on School Safeguarding, Prevent, Radicalisation and Extremism and Health & Safety policies and procedures.

DSL's names and contact details are clearly advertised in the staffroom, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.

2.4 The policy is available publicly either on the school website or by other means. Parents / carers are made aware of this policy and their entitlement to have a copy of it via the school handbook / newsletter / website.

- 2.5 The policy is available publicly on the school website and via a hard copy from the school office. Parents / carers are made aware of this policy and their entitlement to have a copy of it via the parent handbook.

### 3. Responsibilities

#### 3.1 The DSLs are responsible for:

- Referring a child, if there are concerns about possible abuse, to the Contact Centre Children's Team<sup>1</sup>, and acting as a focal point for staff to discuss concerns. Referrals should be made in writing, using the Inter-Agency Referral and Assessment Form<sup>2</sup>. We recognise that Safeguarding is everyone's responsibility. Referrals are usually made by the Designates Senior Lead, or Deputy, however, anyone can refer a case to Social Services.
- Keeping written 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, until the child's 25<sup>th</sup> birthday, and are copied on to the child's next school.
- Ensuring that an indication of further record keeping is marked on the pupil records.
- Liaising with other agencies and professionals.
- Ensuring that either they, or the form teacher, attends case conferences, core groups, or other multi-agency planning meetings, contributes to assessments, and provides a report which has been shared with the parents.
- Ensuring that any pupil currently with a child protection plan who is absent without explanation for two days is referred to their key worker's Social Care Team.
- Organising child protection induction, and update training every 3 years, for all school staff.
- Providing, with the Headmaster, an annual statement for the governing body, detailing any changes to the policy and procedures; training undertaken by the DSL, and by all staff and governors; number and type of incidents/cases, and number of children on the child protection register.
- A report to the Independent Safeguarding Authority within one month of leaving school any person whose services are no longer required by reason of unsuitability to work with children.

Sometimes a practitioner may have a concern about a child, which does not warrant referral to Social Services, but still requires some attention. For example, if a difficult home situation is seemingly affecting a child's learning or development and the family could benefit from support. In this instance, it may be appropriate to carry out an Early Help Assessment.

### 4. Supporting Children

- 4.1 Staff should be able to respond appropriately to any: significant changes in children's behaviour; deterioration in their general well-being; unexplained bruising, marks or signs of possible abuse; signs of neglect; comments children make which give cause for concern.

We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.

- 4.2 We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

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<sup>1</sup> All new referrals from 21.8.06 go to the Contact Centre Children's Team 0300 200 1006. DCPOs may consult with an Assistant Team Manager by telephoning 0208 541 7041/7043. In an emergency out of hours, referrals can be made to the Emergency Duty Team on 01483 517898.

<sup>2</sup> On line forms available at [www.surreycc.gov.uk](http://www.surreycc.gov.uk) and

[http://www.surreycc.gov.uk/data/assets/pdf\\_file/0018/167130/Safe-Working-Practice-in-Education\\_October\\_2015.pdf](http://www.surreycc.gov.uk/data/assets/pdf_file/0018/167130/Safe-Working-Practice-in-Education_October_2015.pdf)

- 4.3 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.
- 4.4 Our school will support all pupils by:
- Encouraging self-esteem and self-assertiveness, positive body image and mental health awareness through the curriculum as well as our relationships, 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 Care 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 copied under confidential cover to the pupil's new school and ensuring that the child's school medical records are forwarded as a matter of priority.

**In the event of there being a suspected case of abuse, the member of staff will discuss their observations, evidence or concerns with the DSL, and record these on the Statement of Concern Form (on Staff Share > Staff Handbook > Policies)**

## **5. Confidentiality**

- 5.1 We recognise that all matters relating to child protection are confidential.
- 5.2 The Headmaster or DSL will disclose any information about a pupil to other members of staff on a need to know basis only.<sup>3</sup>
- 5.3 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 5.4 All staff must be aware that they cannot promise a child that they will necessarily be able to keep secrets that might compromise the child's safety or wellbeing.
- 5.5 We will always undertake to share our intention to refer a child to Social Care with their parents /carers, unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with an Assistant Team Manager at the Contact Centre Children's Team on this point.
- 5.6 Ofsted will be informed, within 14 days, of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations
- 5.7 The DBS will also be contacted within one month in the event of a person leaving the school due to them being considered unsuitable for working with children.

## **6. Supporting Staff**

- 6.1 We recognise that staff working in the school 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.
- 6.2 We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate.
- 6.3 We will support peripatetic staff and those who work in 1:1 situations with children by providing information on safe practice, in section 23 of the Staff Code of Conduct. Staff are regularly reminded about leaving doors open, working in well-lit surroundings, having red / yellow emergency cards to hand, being contactable, making sure a timetable of scheduled 1:1 session times and names is available / on display.

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<sup>3</sup> Guidance about sharing information, can be found in the booklet "What to do if You are Worried a Child is being Abused" March 2009 and advice for practitioners, March 2015. <https://www.education.gov.uk/publications/standard/publicationdetail/page1/dfes-04320-2006>

## **7 Allegations against staff and volunteers at Barfield**

- 7.1 All school staff (and any volunteers supporting the school staff) should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults. This includes Nappy Changing in the Nursery and the cleaning up of any child who has been unwell or soiled their underwear.
- 7.2 All Staff should be aware of Surrey's Guidance on Behaviour Issues, and the school's own Behaviour Management Policy.
- 7.3 Guidance about conduct and safe practice will be given at induction<sup>4</sup>
- 7.4 We understand that a pupil may make an allegation against a member of staff.
- 7.5 If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Headmaster<sup>5</sup>.
- 7.6 Within one working day, the Headmaster on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO) team, who is the Local Education Officer (LEO) for maintained schools<sup>6</sup>, or the Local Authority Designated Officer (Schools and Education Services) (LADO) AM (Allegations Manager)<sup>7</sup> for independent schools and other local authority education services.)
- 7.7 If the allegation made to a member of staff concerns the Headmaster, the person receiving the allegation will immediately inform the Chair of Governors who will consult as in 7.5 above, without notifying the Headmaster first. (see Whistleblowing Policy)
- 7.8 The school will follow the Surrey procedures for managing allegations against staff. Under no circumstances will we send a child home, pending such an investigation, unless this advice is given exceptionally, as a result of a consultation with the LADO<sup>8</sup>.
- 7.9 Suspension of the member of staff, excluding the Headmaster, against whom an allegation has been made, needs careful consideration, and the Headmaster will seek the advice of the LADO and Personnel Consultant in making this decision.
- 7.10 In the event of an allegation against the Headmaster or DSL, the decision to suspend will be made by the Chair of Governors with advice as in 7.8 above.
- 7.11 We have a procedure for managing the suspension of a contract for a community user in the event of an allegation arising in that context.
- 7.12 Should any form of bullying towards one or more children escalate to take the form of abuse, it will automatically become a Child Protection concern and is actioned under child protection procedures.
- 7.13 If someone leaves through concerns regarding an issue of safeguarding, either by dismissal or through the application of the Vulnerable Groups Act 2006 then a DBS referral document will be filled in if appropriate.
- 7.14 If Barfield School become aware of relevant information which may lead to disqualification of an employee, we will take appropriate action to ensure the safety of children. In the event of disqualification of a person employed at Barfield School we will not continue to employ that person.
- 7.15 Consideration will be given to making a referral to the National College for Teaching and Learning, if a teacher is dismissed, or would have been dismissed for misconduct if they had not resigned first.
- 7.16 In the event of a criminal act being committed, the Headmaster will immediately report it to the police and action according to procedures.

<sup>4</sup> The IRSC nationally agreed document "Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings" is available at [http://www.surreycc.gov.uk/\\_\\_data/assets/pdf\\_file/0018/167130/Safe-Working-Practice-in-Education-October2015.pdf](http://www.surreycc.gov.uk/__data/assets/pdf_file/0018/167130/Safe-Working-Practice-in-Education-October2015.pdf) and as at footnote 3

<sup>5</sup> or Chair of Governors in the event of an allegation against the Headteacher. Ms Denise Le Gal of Barfield School Runfold Surrey GU10 1PB, Tel: 01252 782271

<sup>6</sup> LEOs at NW 01483 518106, NE 01483 518181, SW 01483 517835, SE 01737 737961

<sup>7</sup> Local Authority Designated Officer 0300 200 1006 Option 4 then Option 3

<sup>8</sup> The term Strategy Meeting covers any urgent formal strategy discussion which may take place by telephone between the police, social care, and education managers, requiring action prior to the first meeting.

## **8 Whistleblowing**

- 8.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- 8.2 All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the school, they should speak in the first instance, to the Area Education Officer / LADO following the Whistleblowing Policy.
- 8.3 Whistle-blowing re the Headteacher or DSL should be made to the Chair of the Governing Body whose contact details are readily available to staff in the Staff Handbook.
- 8.4 Inappropriate behaviour displayed by other members of staff, or any other person working with the children. For example, inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images.

## **9. Physical Intervention**

- 9.1 Our policy on physical intervention by staff (Restraint Policy) is set out separately, and acknowledges that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person. There will be no corporal punishment at Barfield School.
- 9.2 Such events should be recorded and signed by a witness.
- 9.3 Staff who are likely to need to use physical intervention will be appropriately trained on the Positive Options technique.
- 9.4 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.
- 9.4 We recognise that touch is appropriate in the context of working with children, and all staff have been given 'Safe Practice' guidance, in section 15 of the Staff Code of Conduct, to ensure they are clear about their professional boundary.

## **10. Anti-Bullying**

- 10.1 Our policy on bullying is set out in a separate document and acknowledges that to allow or condone bullying that may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender-related bullying. We keep a record of known bullying incidents. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse. We keep a record of bullying incidents.

## **11. Racist Incidents**

- 11.1 Our policy on racist incidents is set out separately, and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents.

## **12. Prevention**

- 12.1 We recognise that Barfield School plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.
- 12.2 The Barfield School community will therefore:

- 12.2.1 Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- 12.2.2 Include regular consultation with children through channels such as the PSHE curriculum and Topic coverage, circle time, Pupil Parliament meetings and class discussions, safety questionnaires (as appropriate), participation in anti-bullying activities, asking children to use Form Tutor and Registration times to discuss whether they have had happy/sad lunchtimes/playtimes.
- 12.2.3 Ensure that all children know there are a variety of appropriate adults in school whom they can approach if they are worried or in difficulty.
- 12.2.4 Include safeguarding across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, e-safety sessions, NSPCC workshops, road safety discussions, pedestrian and cycle awareness. Also focussed work in Y6 and Y8 to prepare for transition to the child's next setting and more personal safety/independent travel.
- 12.2.5 Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks. In addition, all staff are trained in Radicalisation with regard to the use of technology, social media and internet use.

### **Prevent Duty**

Barfield School is fully committed to safeguarding and promoting the welfare of all its pupils. As a school we recognise that safeguarding against extremism and radicalisation is no different from safeguarding against any other vulnerability.

All staff and Governors are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

In formulating a preventing Extremism and Radicalisation policy, the Governors have taken account of the guidance from the Department for Education (DfE) who has called for all public bodies to make explicit their preventative measures to minimise the threat of extremism in their setting.

In the event of concern, staff should call the confidential Anti-Terrorist Hotline – 0800 789 321.

Preventing Extremism and Radicalisation Policy also draws on:

- Guidance in the "Child Protection Procedures" DfE Guidance "Keeping Children Safe in Education, July 2015"
- DCSF Resources "Learning Together to be Safe", "Prevent: Resources Guide", "Tackling Extremism in the UK"
- DfE's "Teaching Approaches that help Build Resilience to Extremism among Young People"
- The school's DSL and Deputy Safeguarding Officer will attend a WRAP course (October 2015) to supplement the Policy and to deliver the contents to all staff at the next INSET training days.

## **13 Health & Safety**

13.1 Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the secure school environment, including managing asbestos, and for example in relation to internet use, and when away from the school when undertaking school trips and visits.

## **14 Mobile Phone and Camera use**

Our policy on mobile phone and camera use by staff is set out separately in the ICT Acceptable Use Policy and acknowledges that staff can only use mobile phones for professional use under specific conditions: any photographs taken of the children are uploaded to the Photo bank as soon as possible, before being deleted. Cameras containing photographs of pupils must be locked away at the end of each school day.

## **15 MONITORING AND EVALUATION**

Our child protection Policy and Procedures will be monitored and evaluated by:

- Governing Body visits to the school
- SLT 'drops ins' and discussions with children and staff
- Pupil surveys and questionnaires
- Scrutiny of Attendance data
- Scrutiny of range of risk assessments
- Scrutiny of GB minutes
- Logs of bullying/racist/behaviour incidents for SLT and GB to monitor
- Review of parental concerns and parent questionnaires
- Review of the use of nurture room and fun club at lunchtime

**This policy also links to our policies on;**

Administration of Medicines  
Anti-bullying  
Attendance  
Behaviour Management  
Body Image – Appendix 4  
Child Sexual Exploitation  
Curriculum  
Drug Education  
E-Safety, including staff use of mobile phones  
Health & Safety / School security  
Intimate Care  
Mental Health- Appendix 5  
Parental concerns  
PSHE  
Photography guidance  
Physical intervention  
Preventing Extremism and Radicalisation Policy  
Recruitment, Selection and Disclosures Policy  
Risk assessment including those for Educational Visits  
Sex and Relationships Education  
Staff Behaviour Policy / Code of Conduct  
Teaching and Learning  
Whistleblowing

## Appendix 1- Recognising signs of child abuse

### Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse
- Neglect

### Signs of Abuse in Children:

The following non-specific signs may indicate something is wrong:

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

### Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

### Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a "cry for help" and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

## **Bruising**

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

## **Bite Marks**

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

## **Burns and Scalds**

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water of his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

## **Fractures**

Fractures may cause pain, swelling and discolouration over a bone or joint.

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

## **Scars**

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

## Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scape-goated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a “loner” – difficulty relating to others

## Recognising Signs of Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self-mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing.

## Sexual Abuse by Young People

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

**Developmental Sexual Activity** encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

**Inappropriate Sexual Behaviour** can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry,

physical damage, etc. it may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity includes any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

## Assessment

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- Equality** – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- Consent** – agreement including all the following:
  - o Understanding that is proposed based on age, maturity, development level, functioning and experience
  - o Knowledge of society’s standards for what is being proposed
  - o Awareness of potential consequences and alternatives
  - o Assumption that agreements or disagreements will be respected equally
  - o Voluntary decision
  - o Mental competence
- Coercion** – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide. Further information and advice is available in the Surrey multi-agency protocol “Working with Sexually Active Young People” available at [www.surreycc.gov.uk/safeguarding](http://www.surreycc.gov.uk/safeguarding), by choosing Safeguarding Children – Protocols and Guidance for Professionals. Assessment, Consultation and Therapy (ACT) 01306 745310 can also assist professionals in identifying sexual behaviour of concern in children and adolescents.

## Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and unresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

## Child Sexual Exploitation

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources

- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

## **Appendix 2 – Forced Marriage (FM)**

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party. Always call either the Contact Centre or the Forced Marriage Unit – 020 7008 0151.

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

It is essential that we, as a staff, are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

### What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

There are 4 types of procedure:

1. Clitoridectomy – partial / total removal of the clitoris.
2. Excision – partial / total removal of the clitoris and labia minora.
3. Infibulation – entrance to the vaginal is narrowed by repositioning the inner/outer labia.
4. All other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

### Why is it carried out?

Belief that:

- FGM brings status or respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom / tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable

- Mistakenly believed to make childbirth easier.

#### Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries including the UK.

#### Circumstances and occurrences that may point to FGM happening are:

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage.

#### Signs that may indicate a child has undergone FGM:

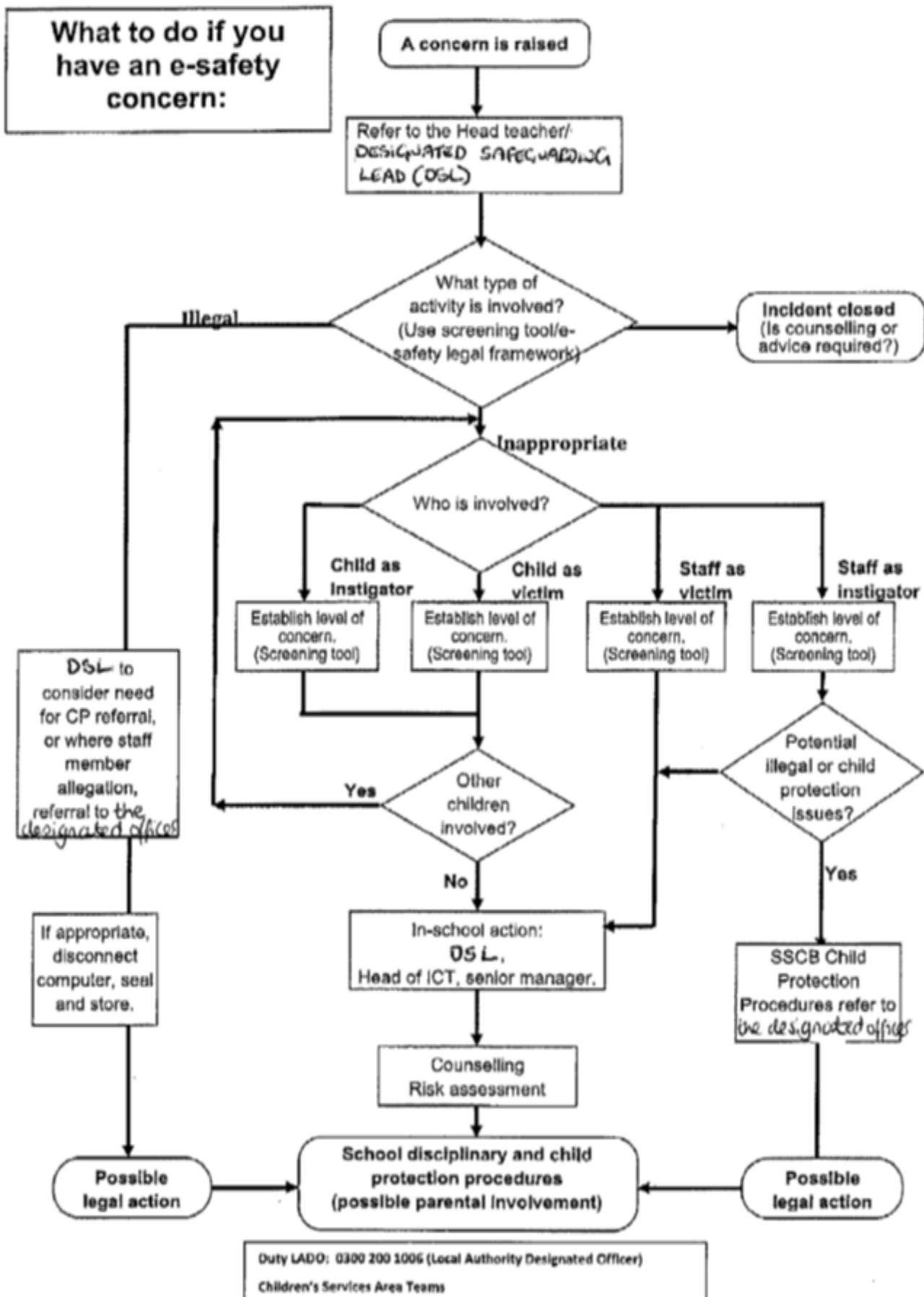
- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure.

#### The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that we, as a school, take action **without delay** and call the Contact Centre – 0300 200 1006. From October 1<sup>st</sup> 2015 it is **mandatory** to report any suspected FGM.

# Appendix 3 – What to do if you have an e-safety concern:

## Appendix 3



#### Appendix 4 – Positive Body Image

We promote positive body image with pupils by supporting teacher to develop their own teaching materials or adapting online resources for use in the classroom, a range of which are available. Staff are informed of key issues including:

- Exploring what body image is and why it is an important part of the curriculum
- Creating a school environment that supports and promotes positive body image
- Building teaching about body image into a planned PSHE education programme
- Using visitors in the classroom to support the teaching of body image
- Working with parents
- Addressing the needs of vulnerable groups and individuals.

Key standards in teaching about body image and guidance can be viewed through the most recent PSHE Association publication.

#### Appendix 5 – Positive Mental Health

- **In order to help pupils succeed, schools have a role to play in supporting them to be resilient and mentally healthy.** There are a variety of things that schools can do, for all their pupils and for those with particular problems, to offer that support in an effective way.
- **Where severe problems occur schools should expect the child to get support elsewhere as well,** including from medical professionals working in specialist Child and Adolescent Mental Health Services (CAMHS), voluntary organisations and local GPs.
- **Schools should ensure that pupils and their families participate as fully as possible in decisions** and are provided with information and support. The views, wishes and feelings of the pupil and their parents should always be considered.
- **Schools can use the Strengths and Difficulties Questionnaire (SDQ) to help them judge whether individual pupils might be suffering from a diagnosable mental health problem** and involve their parents and the pupil in considering why they behave in certain ways.
- **There are resources available to help school staff support good mental health and emotional wellbeing.** The PSHE Association has produced guidance and lesson plans to support the delivery of effective teaching on mental health issues. In addition, MindEd, a free online training tool, provides information and advice for staff on children and young people's mental health and can help to sign post staff to targeted resources when mental health problems have been identified.
- **Schools should consider if their pupils would benefit from the offer of school counselling services.** The Department for Education has published advice on how to set up and improve schools counselling services. Additionally, Counselling MindEd, which is part of MindEd, is also available to support the training and supervision of counselling work with children and young people.
- **There are things that schools can do – including for all their pupils, for those showing early signs of problems and for families exposed to several risk factors – to intervene early and strengthen resilience,** before serious mental health problems occur.
- **Schools can influence the health services that are commissioned locally through their local Health and Wellbeing Board** – Directors of Children's Services and local Healthwatch are statutory members.
- **There are national organisations offering materials, help and advice. Schools should look at what provision is available locally** to help them promote mental health and intervene early to support pupils experiencing difficulties. Help and information about evidence-based approaches is available from a range of sources

Further guidance available from the DfE publications;

*Mental health and Behaviour in Schools, Departmental advice for school staff, March 2015.*  
*Counselling in Schools: a blueprint for the future, March 2015.*

## **Appendix 6 – further advice on child protection is available from:**

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

Childline: <http://www.childline.org.uk/pages/home.aspx>

CEPOSThinkuknow: <https://www.thinkuknow.co.uk/>

Anti-BullyingAlliance: <http://anti-bullyingalliance.org.uk/>

Beat Bullying: <http://www.beatbullying.org/>

## **ESSENTIAL DOCUMENTS**

Surrey Safeguarding Board Manual: <http://sscb.proceduresonline.com/chapters/contents.html>

### **DfE Working together to safeguard children**

<https://www.education.gov.uk/publications/eOrderingDownload/00305-201>

0DOM-EN.pdf

### **DCSF What to do if you're worried a child is being abused**

<https://www.education.gov.uk/publications/standard/publicationdetail/page1/dfes-04320-2006>

***Mental health and Behaviour in Schools, Departmental advice for school staff, March 2015.***

***Counselling in Schools: a blueprint for the future, March 2015.***



Barfield School

## SAFEGUARDING CHILDREN POLICY

Barfield is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this information.

Signed..... *Denise Le Gal* .....

Name in Print..... *DENISE LE GAL* .....

Date..... *23/09/2015* .....