



THE DISTRICT
CE PRIMARY SCHOOL

Child Protection & Safeguarding Policy

Chair of Governors	Mr F Maguire
Headteacher	Mrs L Shelford
Date adopted: March 2018	Review Date: March 2019

The caring path to achievement, reflecting the values of Christ.

Governors' Committee Responsible:
Safeguarding Committee

Governor Lead: Frank Maguire & Lisa Cunliffe
Nominated Lead Member of Staff: Sue Swift
Status and Review Cycle: Statutory – Annual
Next Review Date: January 2019

1. Introduction:

Developing a Whole School Policy on Safeguarding Children

This document concerns the duties that The District C of E Primary School has to safeguard and promote the welfare of children. It is informed by the Children's Act 1989 and 2004; the Education Act (2002), which was implemented on 1 June 2004.

Section 175 is underpinned by the DfES Guidance "Keeping Children Safe in Education" issued 2014 (Reviewed July 2015) and replaces 'Safeguarding Children and Recruitment in Education" (2006) all are in line with 'Working Together to Safeguard Children 2016.

This policy should also be read in conjunction with St Helens Local Authority Continuum of Need document/procedure, 'Think Child, Think Adult, Think Family' and The St Helens Escalation Policy. 'What to do if You are Worried a Child is Being Abused' 2006. The guidance reflects, 'Keeping Safe in Education' In addition to St Helens Local Authority, 'Working with adults and children/young people vulnerable to extremism' and 'Child Sexual Exploitation' All appropriate policies can be found here.www.sthelenslscb.org.uk. Emergency Plan & Lock Down Policy

The Governing body takes seriously its responsibility 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.

We recognise that safeguarding is everybody's responsibility and that the best interests of the child are paramount, as set out in legislation. EVERYONE who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals will make sure that their approach is child centered. This means that they will consider at all times what is in the best interests of the child.

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, promoting healthy development. Children are best protected when professionals are clear about what is required of them individually, and how they need to work together.

We are committed to ensuring that children and families receive the right help at the right time. EVERYONE who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. Further details on information sharing can be found.<http://www.gov.uk/government/publications/safeguarding-practitioners-information->

[sharing-advice](#) and here in chapter one: <https://www.gov.uk/government/publications/working-together> to safeguard children.

The aims of the policy are:

- To support the child's development in ways that will foster security, confidence and independence.
- To provide an environment in which children and young people feel safe, secure, valued 'respected' confident and aspirational and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
- To ensure an asset and strength based approach to work with children, young people and their families, building on strengths.
- To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and their responsibilities in identifying and reporting possible cases of abuse (Reference Appendices 1 and 2)
- To provide a systematic means of providing help and support to children known or thought to be at risk of harm and ensure that we, the school, contribute to assessments of need and support packages for those children. All staff need to be aware that children with additional needs i.e SENDs (Special educational needs and disabilities), CLA (Children Looked After) or EAL (English as an additional language) may face additional challenges and vulnerabilities' e.g. communication barriers and difficulty overcoming them may lead to abuse and bullying.

St Helens Local Authority is committed to ensuring that the appropriate support is in place for CLA and has an appointed designated teacher who will liaise with Social Worker and Virtual Head to jointly address the needs of these children.

- To emphasis the need for good levels of communication between all members of staff and partner agencies.
- To develop a structured procedure within the school; which will be followed by all members of the school community in cases of suspected abuse. Safeguards will include measures to respond to all children at risk of CME (Child Missing Education). Schools to follow the guidance provided by the local authority and government to prevent the risk of children going missing in education: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education-statutory_guidance.
- To develop and promote effective working relationships with other agencies, especially the Police, Health and Social Care.
- 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 a satisfactory DBS check (according to guidance) and a central record is kept for audit.

- To build on integrated services and an evidenced based understanding of risk and impact to ensure that the right help and support is available at the right time, the school is committed to working with the St Helens Continuum of Need, Family Action processes.

Safe School, Safe Staff

As a whole school we will ensure that:

All members of the governing body understand and fulfil their responsibilities, namely to ensure that:

- There is a Safeguarding and Child Protection policy.
- There is a School Emergency Policy
- There is a School Lock Down Policy
- There is a Staff behavior (Code of Conduct) policy
- The school operates 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 how to make a referral to the DBS if a person in a regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.
- A senior leader has Designated safeguarding lead (DSL) responsibility and a deputy with the same level of training and knowledge (May be more than one).
- The Senior lead (DSL) will have lead responsibility for matters relating to safeguarding and child protection, this will be supported by and not delegated to deputies. This person or deputy must be available during term time to discuss any safeguarding concerns.
- On appointment, the DLS and Deputy undertake interagency training and also undertake DSL course every 2 years and will be given the opportunity and support to attend relevant networking meetings and local safeguarding briefings as appropriate in addition to time to read and digest policies and practice change in this area.
- All other staff have Safeguarding training updated as appropriate.
- Any weaknesses in Child Protection practices are reviewed and remedied immediately.
- A member of the Governing Body, usually the Chair, is nominated to liaise with the Local Authority on Child Protection issues and in the event of an allegation of abuse made against a Headteacher.
- Information is shared appropriately and in a timely way to prevent delay in support and identification of risk.
- Safeguarding and Child Protection policies and procedures are reviewed annually the Safeguarding and 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 through sex and relationship education (SRE).

The Lead DSL, Sue Swift is a member of the Senior Leadership Team, The Deputy Designated Safeguarding Lead is Lavern Shelford (Headteacher) These officers have undertaken the relevant training, and on appointment will undertake the 'Working Together to Safeguard Children' two day Local Authority Training.

The DSL's who are involved in recruitment and at least one member of the governing body will also complete safer recruitment training to be renewed every three years.

ALL members of 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 concerns with.

ALL members of staff are trained in and receive regular updates in safeguarding and e-safety reporting concerns.

ALL staff and governors, have child protection awareness training, updated by DSL as appropriate, to maintain their understanding of the signs and indicators of abuse. In addition ALL staff and governors will receive at least annual updates via e-mail/bulletins and staff/governors meetings.

ALL members of staff, volunteers and governors know how to respond to a pupil who discloses abuse through delivery of the Awareness Raising Pack, regular training and updates.

ALL parents /carers are made aware of responsibilities of staff members with regard to child protection procedures through publication of the schools Safeguarding and Child Protection Policy, and reference to it in our Parent Engagement Strategy/Policy.

All staff need to be aware of the 'Think Family', Early Help' process and understand their role in taking timely action if they are worried about a child, who may need additional help and support to ensure that their needs are appropriately met at all levels of the Continuum of Need.

Partner agencies and community users organising activities for children are aware of the school's child protection guidelines and procedures.

We will ensure that child protection type concerns or allegations against adults working in the school are referred to 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.

All teaching appointments will be subject to a Teachers Prohibition Orders Check in addition to DBS check.

The name of the designated members of staff for Child Protection, the Lead Designated Safeguarding Lead and Deputies, will be clearly visible in the school together with the Local Authority referral process, which displayed on the Safeguarding notice board located in the staff room.

ALL staff will read and sign to confirm they have understood Part 1 of 'Keeping Children Safe in Education 2016:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550499/keepingc_childr_en_safe_ineducation_part_1

New members of staff, volunteers and trainee's will be given a copy of our safeguarding child protection policy, with the DSLs' name clearly displayed, Keeping Children Safe in Education summary and Prevent information as part of their induction into the school in addition to the above.

ALL adults on site will complete the Channel online Prevent training and sign the staff/trainee disclosure agreement.

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

Our procedures will be regularly reviewed and updated and relevant amendments made.

Responsibilities

The designated DSLs are responsible for:

Referring a child if there are concerns about possible abuse, to the Local Authority, and acting as a point of contact to discuss concerns with Senior Practitioners (Social Workers) operating the 'Front Door'. Referrals will be made in writing using the Local Authority referral form, following an initial telephone call to the Contact Centre (6600) referrals should then be e-mailed directly to adultandchildrenservices.gov.uk

Keeping written records of concerns about a child even if there is no need to make an immediate referral. Records will be kept electronically using My Concern from September 2017 at The District CE Primary School.

Ensuring that all such records are kept confidentially and securely and are separate from pupil records, until the child's 25th birthday, and are copied onto the child's next school.

Ensure that a record is kept and witnessed of the disposal of individual records.

Children Looked After records must be retained for 99 years.

Liaising with other agencies and professionals and sharing information appropriately and without delay.

Ensuring that either they or staff members attend case conferences, core groups or other multi-agency planning meetings, contribute to assessments and provide a report which has been shared with parents.

Ensuring that any pupil currently with a child protection plan who is absent in the education setting without explanation for two days is referred to their key worker's Social Care Team.

Identifying the need for Early Help support at level two for children and families and taking the role of Lead Professional to co-ordinate a multi-agency support plan.

Organising child protection induction, and update training every three years for all school staff.

Provide a termly report for the governing body, with an annual report which details any changes to policy and procedures, training undertaken by the DSL, and staff and governors; number and types of incidents/cases and number of children accessing support across the Continuum of Need (anonymised)

It is the responsibility of all staff, including staff working in Early Years to follow the School's Behaviour Policy, which states that mobile phones and other personal electronic devices must not be used in the classroom environment or when working with learners within formal school time. Mobile phones must be securely stored away from the classroom setting.

Supporting Children

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.

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.

We accept that research shows that the behavior of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

We recognise that children are capable of abusing their peers and will ensure that procedures are in place to minimize this, and so that those children or another peer feel confident to report this in the knowledge that it will be appropriately investigated and responded to. This abuse is taken as seriously as all forms of abuse and will not be tolerated at our school. Victims will be offered appropriate support in all cases.

Children and Young People's wishes and feelings are paramount to any service intervention and their voice should be acknowledged and listened to. Within Working Together the expressed wishes of young people were identified.

Children have said what they need:

- Vigilance; to have adults notice when things are troubling them.
- Understanding and action; to understand what is happening, to be heard and understood; and to have that understanding acted upon.
- Stability; to be able to develop an on-going stable relationship of trust with those helping them.
- Respect; to be treated with the expectation that they are competent rather than not.
- Information and engagement; to be informed and involved in procedures, decisions, concerns and plans.
- Explanation; to be informed of the outcome of assessments and decisions reasons why their views have not met with a positive response.
- Support; to be provided with support in their own right as well as a member of their family.
- Advocacy; to be provided with advocacy to assist them in putting forward their views.

Our school will support all children by:

Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.

Promoting a caring, safe and positive environment within school.

Liaising and working together with all other support services and those agencies involved in the safeguarding of children.

The school will consider the need for an Early Help Assessment (EHAT) when it is identified that there are low level concerns or emerging needs. This process provides a way of recording support and interventions that have been provided by the school and partner agencies to the child/young person and also supports a referral for additional support that may be needed from a more targeted support service where level two support has been unable to meet that need. An EHAT can be arranged to ensure that a multi-agency action plan can be developed. It is important that the child and parent's

voice are captured as part of this assessment, which at this stage is always on a consensual basis. The support plan will be regularly reviewed regularly between 4-6 weeks until outcomes are achieved, or an escalation for a higher level of support has been accepted.

The Early Help Assessment is St Helens response to the statutory duty to cooperate (Children Act 2004) and it replaces the CAF process.

If at any point in the EHAT process risk increases and the school becomes concerned that the child is or is likely to suffer significant harm then a referral will be made the Children's Social Care.

The school will always notify Social Care as soon as there is a significant concern.

When a child transfers to a new school, the school will continue to provide continuing support by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the schools safeguarding records are forwarded as a matter of priority. For all children transferring to schools within the local borough a formal transfer meeting will be held. Children who transfer to a new school out of borough, safeguarding documentation will be forwarded by recorded delivery.

Dealing with incidents sensitively, appropriately and promptly.

We will ensure that in school incidents of peer on peer abuse including sexting, inappropriate touching and bullying are promptly and appropriately dealt with and supported. providing parents with practical advice and support.

Confidentiality

We recognise that all matters relating to child protection are confidential.

The Headteacher or DSL's will disclose any information about a child to other members of staff on a need to know basis only.

All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.

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 a greater risk of harm, or impede a criminal investigation.

Supporting Staff:

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.

We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate.

The DSL will be supported by the Headteacher through the process of monthly supervision and case discussion.

Guidance about sharing information, can be found in the DfE booklet 'Information sharing guidance for practitioners and managers' DCSF – 00807-2008 (archived)

Allegations against staff

All 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.

All staff should be aware of Guidance on Behaviour issues, and the school's own Behaviour Management Policy.

Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction and is included in Code of Conduct, e-safety and use of social media policy.

We understand that a pupil may make an allegation against a member of staff, if such an allegation is made or information 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 Headteacher.

The Headteacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO). <https://www.sthelens.gov.uk>. If the allegation is made, to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult with Local Authority Designated Officer (LADO) , without notifying the Headteacher first.

The school will follow the St Helens Local Authority 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.

Suspension of the member of staff, excluding the Headteacher, against whom an allegation has been made, needs careful consideration, and the Headteacher will see the advice of the LADO and Human Resources department in making this decision.

In the event of an allegation against an Headteacher, the decision to suspend will be made by the Chair of Governors with advice of the LADO and Human Resources department.

We have a procedure for managing the suspension of a contract for a community user in the event of an allegation arising in that content. (Refer to Lettings Policy)

Whistle-blowing

We recognise that children cannot be expected to raise concerns in the environment where staff fail to do so.

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.

Whistle-blowing regarding the Headteacher should be made to the Chair of the Governing Body whose contact details are readily available to staff.

Where a member of staff feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistle blowing channels may be open to them. General guidance can be found at:

<https://www.gov.uk/whistleblowing/what-is-a-whistle-blower>.

Also: <https://www.nspc.org.uk/fighting-for-childhood/news-opinion/new-whistleblowing-advice-line-professionals/>

Physical Intervention

We acknowledge 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. The Physical Intervention policy will be adhered to at all times.

Such events should be recorded and signed by a witness.

Staff who are likely to need to use physical intervention will be appropriately trained in the *Team Teach* technique.

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.

We recognise that touch is appropriate in the context of working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundary.

Anti-Bullying

Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying 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 records of bullying incidents.

Racist Incidents

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 will keep a record of racist incidents.

Prevention

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

The school community will therefore:

Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.

Include regular consolation with children e.g. through safety questionnaires, participation in anti-bullying week, asking children to report whether they have had happy/sad lunchtimes/playtimes.

Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.

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 to for help. In particular this will include anti-bullying work, e-safety, road safety, pedestrian and cycle training.

We will ensure that appropriate ICT filters and monitoring are in place to ensure safety online. The school will ensure that online safety is included in the curriculum.

We will ensure that advice and guidance is provided for parent/carers regarding online safety within the home by use of our school website and News- letters and by providing guidance on a 1-1 basis if needed.

Health and Safety

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

Social Media Policy

The relevant e-safety policy reflects the consideration given to safe use of social media for staff. The school community will:

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.

Safeguarding Children and Young People Vulnerable to Violent Extremism (PREVENT DUTY)

“Protecting children from the risk of radicalization should be seen as part of schools’ wider safeguarding duties. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism... There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology...As with managing other safeguarding risks, school should be alert to changes in children’s behavior that could indicate that they are in need of protection.

School staff should use their professional judgement in identifying children who might be at risk of radicalization and act proportionately. This may include making a referral to Channel. (Keeping Children Safe in Education, Department of Education 2015)

Our school safeguarding policy therefore complies with the schools duty under Section 26 of the Counter Terrorism and Security Act 2015 in accordance with the Department of Education advice for schools specific guidance for school:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6-pdf.

Our school governors, Headteacher and the Designated Safeguarding Lead will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the schools Religious Education curriculum, SEND policy, worship policy, e-safety

policy, the use of school premises by external agencies, integration of children by gender and SEN, anti-bullying policy and other issues specific to the schools profile, community and philosophy. In addition, the school Prevent Action Plan template may be used to demonstrate how the organization is fulfilling the prevent duty. The risk assessment will be reviewed as part of the annual 175 safeguarding audit which is monitored by the local authority and the local safeguarding board.

Children at risk of sexual exploitation (CSE)

Statutory definition of Child Sexual Exploitation

Child sexual exploitation is a form of child sexual abuse, it occurs where an individual or group takes 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 to be consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Our school will ensure that the Designated Safeguarding Lead and other key staff are trained in spotting the possible signs of child sexual exploitation outlined in Appendix One (this is not an exhaustive or definitive list).

The referral pathway for children where concerns regarding Child Sexual Exploitation have been raised is via the Local Authority service referral form.

Female Genital Mutilation

With effect from 3 May 2015, the Female Genital Mutilation Act 2003 was amended by the Serious Crime Act 2015. The law is extended so that:

- A non-UK national who is 'habitually resident' in the UK and commits such an offence abroad can now face a maximum penalty for 14 years imprisonment. It is also an offence to assist a non-UK resident to carry out FGM overseas on a girl who is habitually, rather than only permanently, resident in the UK. This follows a number of cases where victims were unable to get justice as FGM was committed by those not permanently residing in the UK;
- A new offence is created of failing to protect a girl from the risk of FGM. Anyone convicted can face imprisonment for up to seven years and/or an unlimited fine;
- Anonymity for victims of FGM. Anyone identifying a victim can be subject to an unlimited fine.

Our school Designated Safeguarding Lead will maintain up to date knowledge of and work in line with the referral processes as dictated by the St Helens Local Authority.

Monitoring and Evaluation

Our Child Protection Policy and Procedures will be monitored and evaluated by:

- Governing Body, reports and visits to the school.
- Pupils surveys and questionnaires
- Scrutiny of exclusion and attendance data
- Scrutiny of a range of risk assessments
- Scrutiny of Governing Body minutes

- Logs of bullying/racist/behavior incidents for Senior Leadership Team and Governing Body to monitor.
- Review of case management and supervision processes
- Review of parental concerns and parent questionnaires
- Review of the use of intervention strategies, such as pastoral support, use of peace room and time out group.

This Policy also links to our policies on:

Staff Behaviour/Code of Conduct Policy

Whistleblowing

Anti-bullying/Behaviour

Health and Safety

Allegations against a member of staff

Parental concerns

Attendance

Curriculum

PSHE

Teaching and Learning

Administration of Medicines

Drug Education

Physical Intervention

E-Safety, including staff use of mobile phones

Risk Assessment

Recruitment and Selection

Intimate Care

Appendix one

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 behavior
- Extreme anger or sadness
- Aggressive and attention-seeking behavior
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behavior

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. It is important to note that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

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

- An explanation which is inconsistent with an injury
- Several different explanations provided for the 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 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 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. buckle marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobes/s indicating injury by pulling or twisting
- Bruising around the face
- 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 a bite.

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 is 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 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 discoloration over a bone or joint.

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

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 child and parent/carer e.g. anxious indiscriminate or not
- Aggressive behavior towards others
- Scapegoat 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 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, cloths, warmth, hygiene and medical care
- A child seen to be listless, apathetic and irresponsible with no apparent medical cause
- Failure of a child to grow within the 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

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 sexualized conduct
- Sexually explicit behavior, 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 in 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 behavior 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 behavior 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 characterized by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development or both. In considering whether behavior 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 recognized 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 behavior 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 behavior management or intervention. For some children, educative inputs may be enough to address the behavior.

Abusive sexual activity included any behavior 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 the following:

- Understanding that is proposed based on age, maturity, development level, functioning and experience
- Knowledge of society’s standards for what is being proposed
- Awareness of potential consequences and alternatives
- Assumption that agreements or disagreements will be respected equally
- Voluntary decision
- 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 behavior of children and young people, the above information should be used only as a guide.

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 sexualized behavior
- Sexuality risky behavior, ‘swopping’ 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 behavior or personality (chaotic, aggressive, sexual)
- Mood swings, volatile behaviour, emotional distress
- Self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- Drugs 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 two

Forced Marriage (FM)

Female Genital Mutilation (FGM)

It is essential that 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.

4 types of procedures:

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation - entrance to vagina is narrowed by repositioning the inner/outer labia

Type 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/respect to the girl, social acceptance for marriage
- Preserves a girls virginity
- Part of being a woman/rite to passage
- Upholds family honor
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Perpetuates a custom/tradition
- Helps girls be clean/hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal?

FGM is internationally recognized as 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:

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being 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 that 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 infections
- Disclosure

The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings/school/colleges take action without delay.

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St Helens Multi-Agency LSCB Process for reporting concerns about Children (Under 18)

