



Everybody Excelling Everyday. No Excuses!

Child Protection Policy 2015

Policy Agreed:

Chair Of Governors:

Head:

Review: April 2015 Updated Jan 2016

Designated Lead for Child Protection is: Romala Schwartz, [rschwartz@randalcremer.hackney.sch.uk](mailto:rschwartz@randalcremer.hackney.sch.uk)

In her absence the Deputies are: Jo Riley Or Kim Sanett

The Early Year Lead is: Enitan Porter Morris

The Single Point of Contact for the Prevent Duty is: Jo Riley

Expectations:

1. For the child protection procedures to work, it relies on the skills and expertise of every class teacher and adult within school to recognise or report concerns. **In addition every member of staff has a legal duty to pass on child protection concerns to the appropriate professionals.** The welfare of the child is paramount.
2. We have a duty to report any concerns to the Designated Child Protection Officer or their Deputy in their absence. If we are not sure, we ask.
3. All staff must read and sign to show they have read;
  - a. the Child Protection Policy,
  - b. The Whistleblowing Policy,
  - c. The E-Safety Policy
  - d. DFE Guidance on Keeping Children Safe in Education, July 2015 within 2 weeks of starting their employment with the school.
4. Information about children and their families will only be shared with anyone on a need to know basis.
5. Child Protection training is delivered to all staff bi-annually and revisited at the start of every academic year and in staff Teaching and Learning Meetings termly.

Please ensure you read carefully section 5 & 6 (pages 21-25) regarding:

Female Genital Mutilation and The Prevent Duty.

**Remember:**

**If you are not sure, ASK! Never, keep any concern, no matter how small, to yourself.**

- Vision  
**Every Pupil will leave Randal Cremer able to excel academically and socially.**

- Values

### **Respect**

All Members of our School Community are important to the success of Randal Cremer Primary School

We respect that everyone matters - everyone feels that they are treated fairly & listened to in a non-judgemental manner

We recognise that everyone has a right to the highest possible standard of education and that we each have a personal responsibility to ourselves and others to ensure that this right is never compromised.

### **Diversity, Inclusion & Equality**

We put diversity, inclusion and equality at the heart of everything we do

We welcome and accept all people, and ensure we understand & celebrate everyone's unique differences and similarities

### **Love**

We provide a caring, compassionate, warm, welcoming and nurturing environment for all members of our School Community

### **Teamwork**

We value our relationships and work hard with all members of our School Community to achieve the School's Vision.

### **High Expectations**

We have a commitment to ensure outstanding achievement, enjoyment, health & happiness for self & all members of our School Community

We recognise it takes a 'village' to educate a child

We all work together to ensure consistency of outstanding processes & practices

**This policy sets out the strong commitment of Randal Cremer School to safeguard the health and welfare of all the children at the school, and to protect children from harm.**

*‘The curriculum needs to be delivered in a school with an ethos which empowers children; a school which allows them to voice ideas, feelings and opinions, treats them with respect, values their contribution and lets parents make a contribution to the educational process’.* From **‘Responding to Child Abuse’**

## **General Introduction.**

Randal Cremer recognises that teachers play an important role in identifying potential cases of child abuse. The school is committed to providing a safe and secure environment and to promote a climate where children will feel confident about sharing any concerns that they may have. All staff are committed to child protection. They raise children’s awareness about themselves through Personal and Social Education, Health Education, and develop a trusting climate so that children feel able to talk and share their thoughts and feelings. All teachers, through their care of children, try to ensure that they stay safe, remain healthy and are able to say “NO”. We acknowledge the important role of the curriculum in the preparation of our children for adult life. All teachers consider the opportunities in their areas of responsibility for addressing child protection related issues.

For the child protection procedures to work, it relies on the skills and expertise of every class teacher and adult within school to recognise or report concerns. **In addition every member of staff has a legal duty to pass on child protection concerns to the appropriate professionals.** ( Education Act 2002 Section 175, Guidance- Protecting Children in Education issued in September 2004).

Randal Cremer has a policy of working in partnership between home and school, but with child abuse, or suspicion of child abuse, our first and only responsibility is to the child. ‘The welfare of the child is paramount’ (Children Act 1989). Suspected cases are reported, procedures adhered to and subsequent actions are left to the appropriate agencies. **This means that parents may not be informed or consulted initially when referrals are made.**

By following child protection procedures we:

- Care for the child
- Encourage all children towards a positive self image
- Care for our school
- Provide a model for open and effective communication between children, teachers, parents and other adults working with children
- Respond to child protection issues in line with the London Child Protection procedures and the Hackney and City Safeguarding Children Board requirements.

## **Reasons for Following Procedures**

- It protects the child to the best of our ability

- It avoids delay
- It provides consistency
- It protects all staff
- It ensures that, if further action is taken by another agency, then the school has followed the protection procedures

Staff are in contact with children all day and are in a position to detect possible abuse. They must not think that by voicing concern they are necessarily starting procedures. The criteria should be that they have 'reasonable suspicion' and under the Children Act, 1989, this definition has been extended to include 'or may suffer in future'.

#### Statutory Framework

**In order to safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance:**

- The Children Act 1989
- The Children Act 2004
- Education Act 2002 (section 175)
- City and Hackney Safeguarding Children Board Inter-agency Child Protection and Safeguarding Children Procedures
- Keeping Children Safe in Education (DfE 2015)
- Keeping Children Safe in Education: information for all school and college staff (DfE 2014) (Appendix 2)
- Children and Families Act 2014
- Working Together to Safeguard Children (DfE 2013)
- The Education (Pupil Information) (England) Regulations 2005
- The Hackney Child Well Being Framework (Appendix 4)

**Working Together to Safeguard Children (DfE 2013) requires all schools to follow the procedures for protecting children from abuse which are established by the City and Hackney Safeguarding Children Board.**

**Schools are also expected to ensure that they have appropriate procedures in place for responding to situations in which they believe that a child has been abused or are at risk of abuse - these procedures should also cover circumstances in which a member of staff is accused of, or suspected of, abuse.**

#### Furthermore

**Keeping Children Safe in Education (DfE July 2015) places the following responsibilities on all schools:**

- Schools should be aware of and follow the procedures established by the City and Hackney Safeguarding Children Board
- Staff should be alert to signs of abuse and know to whom they should report any concerns or suspicions
- Schools should have procedures (of which all staff are aware) for handling suspected cases of abuse of pupils, including procedures to be followed if a member of staff is accused of abuse, or suspected of

abuse

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- A Designated Senior Person (referred to in 'Keeping Children Safe in Education (DFE, April 2014) as Designated Safeguarding Lead') should have responsibility for co-ordinating action within the school and liaising with other agencies
- Staff with the designated safeguarding lead should undergo updated child protection training every two years

**Keeping Children Safe in Education (DfE July 2015) also states:**

**Governing bodies and proprietors should ensure there is an effective child protection policy in place together with a staff behaviour policy (code of conduct). Both should be provided to all staff – including temporary staff and volunteers – on induction. The child protection policy should describe procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the LSCB, be updated annually, and be available publicly either via the school or college website or by other means.**

## Guidelines

All concerns or suspicions must be reported immediately by teaching and non-teaching staff, to the designated teacher or the Headteacher who will then follow agreed Child Protection Procedures and if necessary make a referral to Hackney Duty and Assessment Team in Social Care Services.

Staff have an important role in listening to what children have to say. The school provides a neutral place where the child can feel it is safe to talk. Sensitivity to the disclosure is vital. Staff must listen carefully to what the child is saying, treat it seriously, and value what they say.

**If a child discloses abuse or staff is suspicious, there are three things to do:**

- **Staff fill in a “logging a concern about a child’s safety and welfare (disclosure)” form that can be found in the staffroom display board under SEN, see attached appendix 2.**
- **Also complete Child Protection Report Sheet, see appendix 3.**
- **Report immediately to the Designated Child Protection Officer, if he/she is not available then to the head teacher**

**It is also important that you:**

- **Do not promise the child that it will be kept a secret**
- **Do not speak to the parents**

## Child Protection Policy: Aims, Objectives and Procedures

- The governors and staff at Randal Cremer Primary School fully recognise the responsibilities of the school to safeguard the health and welfare of our pupils. We recognise that all the staff, including volunteers to be aware of policy and have a full and active part to play in protecting our pupils from harm.
- All staff and governors believe that our school should provide a caring, positive, safe and stimulating environment which promotes the social, physical, psychological and moral development of each individual child.
- **The aims of this policy are:**
- To support the child's development in ways that will foster and promote security, confidence, independence and tolerance.
- To raise the awareness of both teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of neglect and abuse.
- To provide a systematic means of monitoring children known or thought to be at risk of harm.
- To emphasise the need for effective levels of communication between all members of staff.
- To have a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- To have and promote effective working relationships with other agencies, in particular the Police, Social Services and other Child and Family Welfare Services.
- To ensure that all adults within our school who have access to children have been rigorously checked as to their suitability.

## Procedures

**Governing bodies and proprietors should ensure that the school or college designates an appropriate senior member of staff to take lead responsibility for child protection. This person should have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.**

**The Designated Senior Person for Child Protection in this school is:**

NAME: **Romala Schwartz**

**A Deputy DSL should be appointed to act in the absence/unavailability of the DSL. The**

**Deputy Designated Senior lead for safeguarding in this school are:**

**NAME: Jo Riley, Kim Sanett.**

The Designated Senior Lead for Early Years is:

Name: Enitan Porter Morris

**Single point of contact for Prevent: Jo Riley**

**The broad areas of responsibility for the designated safeguarding lead are**

- **Managing referrals**
- **Refer all cases of suspected abuse to the local authority children's social care and:**
- Police (cases where a crime may have been committed).
- Liaise with the head teacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies

### **Training**

- The designated safeguarding lead should receive appropriate training carried out every two years in order to:
  - Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
  - Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
  - Ensure each member of staff has access to and understands the school's or college's child protection policy and procedures, especially new and part time staff
  - Be alert to the specific needs of children in need, those with special educational needs and young carers
  - Be able to keep detailed, accurate, secure written records of concerns and referrals

- Obtain access to resources and attend any relevant or refresher training courses
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them
- Ensuring that any pupil currently on the child protection register who is absent without explanation for **one day** is referred to the child's social worker unless otherwise advised

### Raising Awareness

- The designated safeguarding lead should ensure the school policies are known and used appropriately:
- Ensure the school's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this.
- Please see Parent's Guide to Safeguarding. [..\CHILD PROTECTION\A parents guide to safeguarding.doc](#)
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding

Where children leave the school ensure their child protection file is copied for any new school or college as soon as possible but transferred separately from the main pupil file

## 4. Supporting Children

- 4.1 We recognise that a child who is abused or witnesses violence may find it difficult to develop and maintain a sense of self-worth. We recognise that a child in these circumstances may feel helpless and humiliated and may feel self-blame. Set within this context, Randal Cremer Primary school has a Learning Mentor who, as part of their work with pupils at our school, also works with groups of children to raise their self-esteem.
- In addition our school runs the SEAL PROGRAMME. This programme aims to promote empathy and helps children to deal with challenging social situations and circumstances. Our school is also strongly committed to rigorously maintaining an effective Anti-Bullying Policy.
- 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 behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

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

## 5. Confidentiality

We recognise that all matters relating to Child Protection are confidential.

- The Headteacher or Designated Teacher will disclose any information about a pupil to other members of staff on a *need to know* basis only.
  - All staff must be aware that they have a professional responsibility to share information with the Designated Teacher in order to safeguard
- All staff must be aware that they cannot promise a child to keep secrets.
- A file containing information regarding children causing concern is kept in the Headteacher’s office. This includes all children, who, for whatever reason, need to be monitored. Staff will be kept informed of any child in their class who is on this register. Teachers must inform the Headteacher or the designated teacher of any changes/additions so that this list can be kept up to date.

## 6. Supporting all staff.

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

## 7. Allegations against staff

We understand that a pupil may make an allegation against a member of staff.

- If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher.
- The Headteacher on all such occasions will discuss the content of the allegation with the Learning Trust Lead Officer for Child Protection.
- If the allegation made to a member of staff concerns the Headteacher, The Designated Teacher will immediately inform the Chair of Governors who will consult with the Learning Trust's Lead Officer for Child Protection.
- The school will follow the Learning Trust procedures for managing allegations against staff, a copy of which will be readily available in the school.

## 8. Whistleblowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues. In the first instance with managers of the school. (See school's Whistleblowing Policy)

## 9. Physical Intervention

Our policy on physical intervention by staff is set out in the Behaviour policy and strongly asserts that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to another person or themselves.

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.

## 10. Bullying

Our policy on bullying is set out separately in our Behaviour Policy as we acknowledge that to allow or condone bullying may lead to consideration under child protection procedures.

## 11. Racist Incidents

We acknowledge that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. See school policy.

## 12. Prevention

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

The school community will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Include in the curriculum opportunities for PSHCE which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.
- Educate pupils on how to use all forms of electronic technology including the internet, social media and networking in a safe and responsible manner (See school's E-Safety Policy)

## 13. Health and Safety

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

## 14. Safer Recruitment

**Our safe recruitment policy, set out in a separate document, acknowledge our responsibility for protecting children from unsuitable people through safe recruitment practices.**

Teaching and non-teaching staff must complete a Criminal Records Bureau Check (CRB) form. The offer of employment is subject to a satisfactory check. The school only uses Agencies who vet their supply staff. Volunteers and students will also be CRB checked. Volunteers, students and work experience pupils, will work under the direct supervision of an established member of staff.

## 15. REFERENCES:

See Appendix 1 regarding disclosure, monitoring and signs and indicators of abuse.

**At Randal Cremer, the Head Teacher, Romala Schwartz is the designated person for child protection.** In the event that Romala is not available then any child protection concerns should be referred immediately to the Deputy Leads, Jo Riley and Kim Sanett.

The following telephone numbers are useful to seek advice:

Hackney Social Care Services, Duty and Assessment Team 0208 356 5500

Simone Haynes Principal Officer for Vulnerable Pupils at Hackney Learning Trust  
0208 820 7473

Child Line: 0800 1111

NSPCC Help line: 0808 800 5000

## APPENDIX 1: CHILD PROTECTION: DISCLOSURE, MONITORING AND SIGNS AND INDICATORS OF ABUSE

### Section 1: How To Deal With A Disclosure

Children may feel they will not be believed, or that they will be punished. Staff will need to say that whatever has happened it is not their fault. Fear of the consequences of telling is very common. It can be very tempting to offer a promise of confidentiality to the child. This is not realistic. The child needs to hear the truth about what will happen, together with a commitment to support the child. Our role is to enable the child to speak without questioning or prompting them and then know what to do next.

If a child discloses abuse to you:

#### DO

- Take the child's disclosure seriously and inform the child you are doing so.
- Thank the child for telling you.
- Tell the child that she/he has done the right thing in telling you, and that you are not angry.
- Ask the child if there is anything else she/he wants to tell you.
- Tell the child that the information given is not confidential and that the appointment person will be informed.
- As soon as you can, make notes of the conversation as accurately as possible.
- Pass the information on immediately to the Designated Teacher.

#### DO NOT

- Ask leading questions (this could affect the outcome of any prosecution).
- Make assumptions about who the abuser is, even if you seem to have been told.
- Assume that you have the whole story.
- Think that you can handle this alone.
- Promise a child to keep it a secret.

### Section 2: Suggested Parameters for Monitoring Children

Teachers are in a unique position to be aware when something is wrong in a child's life. They should not shoulder their concerns alone, or monitor the situation for too long.

The following notes are adapted from *Working with Sexually Abused Children* by Anne Peake (published by The Children's Society in 1989).

#### 1) Attendance, Arrivals and Departures

This includes patterns of absences, such as whether they occur more frequently when cared for by one person rather than another.  
If there are any differences in a child's mood or demeanour when brought to school by one adult rather than another.  
Whether the child becomes anxious towards the end of the school day.

## **2) Contact with Parents**

For example which parent comes to school.  
Whether teachers are seen to be a threat by parents or parent. (may depend whether this is the abusive or non-abusive parent).  
How a child responds to letters home etc.

## **3) Body Language and Behaviour**

For example: variations in behaviour during the school day or school week.  
Overt signs of distress including changes in eating patterns, changes in toileting behaviour, changes in general patterns of behaviour.  
Sexualised behaviour: inappropriate sexualized behaviour can only be learned from others, by being abused, by watching adults, by access to pornography. Very young children are unlikely to learn such detailed behaviour from watching adults or seeing videos etc. It is, therefore, often an indicator that they are being or have been sexually abused.  
Physical symptoms include bruising to genital area, problems of walking or sitting on hard surfaces.

## **4) Children's Language**

Young children are unlikely to verbalise clearly what is happening to them. They are much more likely to speak in analogous terms, eg snakes that spit at them. If exploring these references with children it is important to be non-judgemental. It is also important to record clearly the details and sequence of any questions by the adult. Do not lead the child. Do not make assumptions.

## **5) Children's Play**

Any aspects of the child's play which seem out of the ordinary should be noted. Semi-structured games and situations can be set up with care to give useful indications. For example with the use of puppets: 'Tell the puppet about a time when you are upset or worried' or 'let's play families when mum (or dad) is out'.

## **6) Children's Drawing and Writing**

The following are examples which may be indicators of reasons for concern;  
Young children drawing people with genitalia;  
Drawings which consistently show children asking for help or being rescued;  
Drawings which show the child without arms or legs or mouth.

Writing and drawing tasks can be set to help with monitoring. For example: 'the person I most/least like to spend Saturday with'; 'a sad time in my house'.

**Note:** Giving these tasks to a class or group of children performs two functions: avoiding singling the child out and possibly arousing upsetting feelings, or even creating suspicion in the child; and providing a norm against which a child's response can be measured.

## 7) Medicals and PE

Teachers are aware that PE is a time for monitoring for physical abuse. There are also signs of sexual abuse which may be noticed at this time. For example torn clothes, blood stains on clothes, smell of semen on child's skin or clothes, reluctance to undress, or lack of inhibition out of keeping with norm of age group. Children who are being abused may well often complain of headaches, tummy aches etc., which may or may not be psychosomatic. This may be a safe way of asking for help or extra attention for an unhappy child, and should not be dismissed. If a child who is being monitored is away for a school medical this should be followed up.

## Section 3: Signs and Indicators of Child Abuse and Neglect

### 1. CHILD NEGLECT

#### A definition of child neglect

Child neglect occurs 'Where parents or carers fail to meet the basic and essential needs of their children'. This includes a failure to provide food, clothes, warmth and medical care. Leaving children alone and unsupervised is another example of neglect. Emotional neglect occurs where parents or carers refuse or fail to give love and affection to their children. (see separate section entitled 'emotional abuse').

Specific Indicators of Child Neglect:

- The child is always very hungry and requires food before the school day starts, or arrives frequently without food or money for dinner.
- The child is frequently not picked up after school, or finds their own way to school, often late.
- The child is seriously inadequately dressed for the weather.

Non-Specific Indicators:

These will include all of the above, but less pronounced such that you are uncertain. In addition other non-specific indicators may include:

- The child is exceedingly thin, or small for her/his age.
- The child frequently has sores, or smells of urine.
- The child is frequently tired and needs to sleep during school hours (beyond Reception age).

It should also be noted that these are also conditions which can occur because of a variety of medical causes.

### **Additional Notes**

While no individual sign and/or symptom is indicative of child neglect, a cluster of these signs and symptoms may suggest that further investigation or monitoring is required.

Some people experience circumstances of acute poverty and/or overcrowding housing conditions. These factors should not be equated with parental abuse.

## **2. CHILD SEXUAL ABUSE**

Why children can't tell

### **1) No language or permission to tell**

- They are too young to have the appropriate language.
- They are too young to have any language.
- They are verbally non-communicating or have some other disability which prevents them from being understood.
- They do not have a language in common with anyone they know outside the family.
- They do not have adult permission to tell, ie there is no one who will listen.
- They have been taught to be obedient.
- Trust in adults has broken down (If you can't trust your parent or an adult who is supposed to take care of you, then who can you trust?).
- They may have already told, or think they have.
- They do not think that there is anyone who will believe them.

### **2) Actual or implied threats**

- They are subject to threats of violence.
- They experience or witness other violence in the home.
- There are specific threats about other family members.
- They believe that acquiescence protects siblings.
- They deduce that sexual abuse is socially reprehensible, and see themselves as to blame.

- The results of disclosure are unknown (What will happen to everyone involved if I tell?).

### **Additional Note**

In view of the first three points listed above, professionals must take good care to get any intervention right, or they (we) may create more danger for the child.

### **3) Unable to recognise the experience as abuse, or tricked/bribed into acquiescence**

- Sexual abuse is the only thing received in response to the need for physical affection.
- They are told that the sexual abuse is part of the affectionate feeling.
- The child loves the abuser and is reluctant to betray him/her.
- The child has a position as the favoured child emotionally or materially (He/she is even more likely to experience guilt from a feeling of complicity).

### **A definition of sexual abuse**

...'where children (girls and boys) are sexually abused by adults who use them to meet their own sexual needs. This might involve sexual intercourse, but may also include fondling, masturbation, oral sex, anal intercourse, and exposing children to pornographic material including videos ...'

Specific Indicators of child sexual abuse:

- Disclosure by a child.
- Disclosure via a third party.
- Awareness of sexual behaviour inappropriate to age, including in drawings, play or talk, excessive masturbation.
- Excessive sexualised behaviour, giving clear evidence of an awareness of sexual behaviour, or a sexual assault on another child/adult.

Non-Specific Indicators or Warning Signs:

- Lack of trust in adults/ fear of a particular individual.
- Withdrawal and introversion/problems with peer relationships.
- Running away from home.
- Sudden behavioural changes, for example falling standards in learning, truancy etc.
- Frequent unexplained stomach pains and/or vomiting.
- Girls taking over the mothering role.
- Reluctance to participate in physical activity or to change clothes for games.
- Low self-esteem/the 'model child'.
- Stealing.
- Drug, alcohol or solvent abuse.

- Display of sexual knowledge beyond child's years/sexual drawings.
- Prostitution.
- Fear of school medical examinations.
- Development regression.
- Over-sexualised behaviour.
- Compulsive masturbation.
- Sleeplessness, nightmares, fear of the dark.
- Bruises, scratches, bite marks.
- Depression, suicide attempts.
- Anorexia Nervosa/ eating disorders or change in eating habits.
- Difficulty in walking or sitting.
- Pregnancy, particularly when reluctant to name the father.
- Recurring urinary tract problems/ vaginal infections or genital damage.

### 3. CHILD PHYSICAL ABUSE

#### A definition of physical abuse

...'Where parents or carers physically hurt, injure or kill a child. This can involve hitting, shaking, squeezing, burning and biting. It also includes giving a child poisonous substances, inappropriate drugs and alcohol, and attempted suffocation or drowning...'

Specific Indicators of child physical abuse:

- Disclosure by the child or by a third party.
- Bruises.
- Broken limbs.
- Cigarette burns.
- Cuts.
- Wealds.

Non-Specific Indicators:

- Inexplicable physical fear.
- Nerviness/jumpiness.
- Unwillingness to go home.
- Bullying.
- Inappropriate behaviour towards other children.
- Self-abuse.
- Sadistic behaviour.

#### Additional note

Whilst it may be that evidence is clear, it may also be that no individual example is indicative of physical abuse. However, a cluster of these examples may suggest that further monitoring is required.

#### 4. EMOTIONAL ABUSE

##### **A definition of emotional abuse**

...‘where constant lack of love and affection, or threats, verbal attacks, taunting and shouting can lead to a child’s loss of confidence and self-esteem, so that they become nervous and withdrawn...’

Specific Indicators of child emotional abuse:

- Disclosure of a damaging experience, such as being locked in a cupboard.
- Living with a parent or guardian who is severely and consistently intoxicated by alcohol or drugs.
- Racial harassment.
- Sexual harassment.
- Bullying (a common and under-rated form of abuse).

Non-Specific Indicators:

- Frequent crying.
- Hypersensitivity to criticism.
- Acute anxiety, may be accompanied by wetting or inability to concentrate.
- Severe difficulties in relationships including, isolation, rejection by peers, excessive clinging to adults.
- Inability to learn despite compliance and seeming understanding.
- Severe depressed mood including, lack of humour or enjoyment.
- Self-abuse.
- Excessive eating or anorexia.
- Rejection of relationships.
- Sadistic behaviour.

##### **Additional note**

While no individual example is indicative of emotional abuse, a cluster of these examples may suggest that further investigation or monitoring is required. It should also be noted that often, it is the child who presents with no behavioural problems, is quiet and withdrawn, who may be experiencing emotional abuse. In addition all cases of discrimination against children on the grounds of race, sex, sexuality, class, physical handicap, or learning difficulties whether institutional or individual, are emotionally abusive. All cases of neglect, sexual abuse and physical abuse are also emotionally abusive.

**In relation to all the indicators of neglect and abuse cited in this policy document – while no individual example is indicative of actual physical, sexual and emotional abuse or neglect, a cluster of these examples may suggest that further investigation or monitoring is required.**

## **5. Female Genital Mutilation**

Randal Cremer Primary has robust and rigorous safeguarding procedures and takes its child protection responsibilities seriously.

Female Genital Mutilation is child abuse and as such is dealt with under the schools Safeguarding policy. All staff are expected to adhere to and follow this policy.

The UK Government advice and guidance on FGM that states: “FGM is considered child abuse in the UK and a grave violation of the human rights of girls and women. In all circumstances where FGM is practised on a child it is a violation of the child’s right to life, their right to their bodily integrity, as well as their right to health. The UK Government has signed a number of international human rights laws against FGM, including the Convention on the Rights of the Child.”

The World Health Organisation definition of FGM:

### **Definition of FGM:**

“Female Genital Mutilation (FGM) comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs whether for cultural or non-therapeutic reasons.”  
(World Health Organisation-1997)

### **FGM is classified into four major types:**

- 1. Clitoridectomy:** partial or total removal of the clitoris (a small, sensitive and erectile part of the female genitals).
- 2. Excision:** partial or total removal of the clitoris and the labia minora, with or without excision of the labia majora (the labia are "the lips" that surround the vagina).
- 3. Infibulation:** narrowing of the vaginal opening through the creation of a covering seal. The seal is formed by cutting and repositioning the inner, or outer, labia, with or without removal of the clitoris.
- 4. Other:** all other harmful procedures to the female genitalia for non-medical purposes, e.g. pricking, piercing, incising, scraping and cauterizing the genital area.

Girls may be at risk during any time of the year. However, there is a possibility that they may be at more risk of FGM during school summer holidays. During this period families may

take their children abroad for the procedure. Many girls may not be aware that they may be at risk of undergoing FGM. FGM is practiced in the Middle East and 28 African countries. UK communities that are most at risk of FGM include Kenyans, Somalis, Sudanese, Sierra Leoneans, Egyptians, Nigerians and Eritreans. However women from non-African communities that are at risk of FGM include Yemeni, Kurdish, Indonesian and Pakistani women.”

### **OFSTED Requirement:**

As from April 2013 Ofsted have included FGM in their “Inspecting Safeguarding” briefing for Inspectors. Annex 4 contains questions and information about FGM for inspectors. Below are excerpts from this document:

Designated senior staff for child protection in schools should be aware of the guidance that is available in respect of FGM, and should be vigilant to the risk of it being practised. Inspectors should be also alert to this when considering a school’s safeguarding arrangements, and where appropriate ask questions of designated staff. Key questions could include:

- Are designated senior staff for child protection aware of the issue and have ensured that staff in the school are aware of the potential risks?
- How alert are staff to the possible signs that a child has been subject to female genital mutilation or is at risk of being abused through it?
  - Has the school taken timely and appropriate action in respect of concerns about particular children?

Procedures School has in place:

Randal Cremer Primary School has decided to take proactive action to protect and prevent our girls being forced to undertake FGM. The Head teacher and Governors do this in 4 ways:

1. A robust attendance policy that does not authorise holidays, extended or otherwise.
2. FGM training for Child Protection leads and disseminated training for all staff at the front line dealing with the children.
3. FGM discussions by Child Protection lead with parents of children from practising communities who are at risk.
4. Comprehensive PSHE and Relationship and Sex Education delivered to KS2 children with a discussion about FGM with Year 6 girls.

In order to protect our children it is important that key information is known by all of the school community.

### **Indications that FGM has taken place:**

- Prolonged absence from school with noticeable behaviour change – especially after a return from holiday.
- A girl may spend longer than normal in the bathroom or toilet due to difficulties urinating
- A girl may spend long periods of time away from the class during the day with bladder or menstrual problems.
- 

**Indications that a child is at risk of FGM:**

- The family comes from a community that is known to practice FGM - especially if there are elderly women present.
- In conversation a child may talk about FGM.
- A child may express anxiety about a special ceremony.
- The child may talk or have anxieties about forthcoming holidays to their country of origin.
- Parent/Guardian requests permission for authorised absence for overseas travel or you are aware that absence is required for vaccinations.
- If a woman has already undergone FGM – and it comes to the attention of any professional, consideration needs to be given to any Child Protection implications e.g. for younger siblings, extended family members and a referral made to Social Care or the Police if appropriate.
- Any girl withdrawn from Personal, Social and Health Education or Personal and Social Education may be at risk as a result of her parents wishing to keep her uniformed about her body and rights.

If we have concerns that children in our school community are at risk or victims of Female Genital Mutilation then we refer to Hackney Children Social Care. We may;

**ASK**

Ask children to tell you about their holiday. Sensitively and informally ask the family about their planned extended holiday ask questions like;

- Who is going on the holiday with the child?
- How long they plan to go for and is there a special celebration planned?
- Where are they going?
- Are they aware that the school cannot keep their child on roll if they are away for a long period?
- Are they aware that FGM including Sunna is illegal in the U.K even if performed abroad?

**Further information on Preventing Radicalisation**

Protecting children from the risk of radicalisation should be seen as part of schools’ wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

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. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection.

School staff should use their professional judgement in identifying children who might be at risk of radicalization and act proportionately which may include making a referral to the Channel programme.

12. Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

### Prevent

From 1 July 2015 specified authorities, including all schools as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 2015"), in the exercise of their functions, to have "due regard must have regard to statutory guidance issued under section 29 of the CTSA 2015 ("the Prevent guidance"). Paragraphs 57-76 of the Prevent guidance are concerned specifically with schools (but also cover childcare). It is anticipated that the duty will come into force for sixth form colleges and FE colleges early in the autumn.

13 According to the Prevent duty guidance 'having due regard' means that the authorities should place an appropriate amount of weight to the need to prevent people from being drawn into terrorism"

14 "Terrorism" for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific

**understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools and colleges to have distinct policies on implementing the Prevent duty.**

- The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of Local Safeguarding Children Boards (LSCBs).
- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.
- Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place. It is also important that schools teach pupils about online safety more generally.

**The Department for Education has also published advice for schools on the Prevent duty.**

**The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.**

## Channel

**School staff should understand when it is appropriate to make a referral to the Channel programme**

**15 Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.**

**15**

**Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals.**

**Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the CTSA 2015 as partners required to cooperate with local Channel panels 16.**

The Single Point of Contact for the Prevent Duty is:

Name: **Jo Riley**

14 Guidance issued under section 36(7) and section 38(6) of the CTSA 2015 in respect of Channel is available at: <https://www.gov.uk/government/publications/channel-guidance>

15 Such partners are required to have regard to guidance issued under section 38(6) of the CTSA 2015 when co-operating with the panel and police under section 38 of the CTSA 2015

## Key Documents and Links to websites

**City and Hackney Safeguarding Board** The key statutory body for agreeing how organisations co-operate to safeguard and promote the welfare of children and young people in the City and Hackney

London Child Protection Procedures <http://www.londonscb.gov.uk/procedures/>

Safeguarding Children and Safer Recruitment in Education 2007 <https://www.schoolsrecruitment.dcsf.gov.uk/themes/default/pdfs/content/Safeguarding Children and Safer Recruitment in Education Booklet.pdf>

Statutory guidance on making arrangements to safeguard and promote the welfare of children section 11 of the Children Act 2004 issued in 2007

<https://www.education.gov.uk/publications/standard/publicationdetail/page1/DFES-0036-2007>

Please also see 'What to do if you are worried a child is being abused' – Summary 2006

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

Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings

<http://webarchive.nationalarchives.gov.uk/20100202100434/dcsf.gov.uk/everychildmatters/resources-and-practice/ig00311/>

Hackney Council's Website is: <http://apps.hackney.gov.uk/servapps/hackneydirectory/details.aspx?orgID=2612>

If you think a child may need enhanced support then please refer to the Hackney Child Well-Being Framework:

<http://trustnet.learningtrust.co.uk/Safeguarding/Documents> (scroll to N)

If you think a child may be at risk of radicalisation:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/439598/prevent-duty-departmental-advice-v6.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf)

A child missing in education:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/395138/Children\\_missing\\_education\\_Statutory\\_guidance\\_for\\_local\\_authorities.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/395138/Children_missing_education_Statutory_guidance_for_local_authorities.pdf)

Safeguarding children in education July 2015 guidance:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/447595/KCSIE\\_July\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447595/KCSIE_July_2015.pdf)



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Channel: Guidance issued under section 36(7) and section 38(6) of the CTSA 2015 in respect of  
Channel is available at: <https://www.gov.uk/government/publications/channel-guidance>



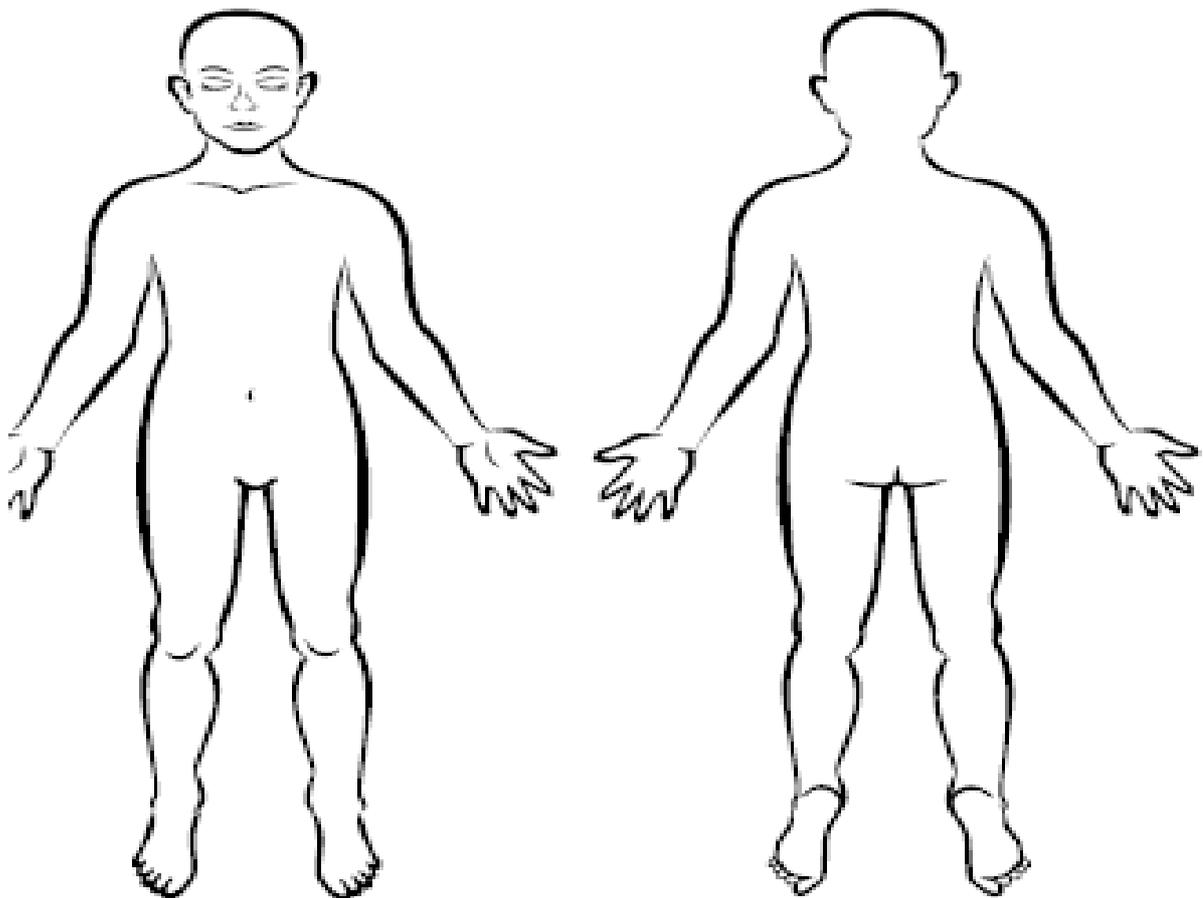




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## Recording

This body outline can be used to record marks or bruises and the date of occurrence, and kept in the child protection file of the child.





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### **References and Acknowledgements**

The definitions of physical, sexual, emotional abuse and neglect are taken from *A Guide About Child Abuse for Parents* published by the NSPCC. The suggested parameters for monitoring children are adapted from *Working with Sexually Abused Children* by Anne Peake, published by The Children's Society in 1989.

This policy has been revised in the light of the document *Safeguarding Children in Education* (September 2004) DfES/0027/2004. In addition we would like to acknowledge the Model Child Protection Policy For Schools developed by the Investigation and Referral Support Co-ordinators Network (IRSC).



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