

Forty Hill CE School

Safeguarding Children and Child Protection Policy



Name of School	Forty Hill CE School
Designated Safeguarding Lead	Jonquil Izard
Deputy Designated Safeguarding Leads	Josh Newham, Deborah Watson
Headteacher	Josh Newham
Safeguarding Governor	Holly Evans
This policy was written and adopted in	October 2017
The policy to be reviewed in	October 2018



This policy should be read in conjunction with 'Keeping Children Safe in Education' and Annexe A of that document, which refers to new regulations

1. Introduction

- 1.1 Our safeguarding policy cannot be separated from the general ethos of the school, which is to ensure that pupils/students are treated with respect and dignity, taught to treat each other with respect and be 'fulfilled', 'healthy' and 'successful'.
- 1.2 The governors and staff of Forty Hill CE School believe that our school should provide a caring, positive and safe environment for all children. We recognise that all staff, including volunteers, have a full and active part to play in protecting our pupils from harm.
- 1.3 This policy one of a series in the school's integrated safeguarding portfolio, including: staff code of conduct, visitor code of conduct, safer recruitment, online safety, whistleblowing, behaviour and complaints.
- 1.4 This policy is available on the school website and is included in staff induction

2. The aims of this policy are:

- 2.1 To create an environment where all children are safe regardless of their domestic/environmental circumstance, and where they can feel safe to access the support and help they need
- 2.2 To support the child's development in ways that will foster security, confidence and independence
- 2.3 To demonstrate our commitment to Child Protection to parents, pupils and other stakeholders
- 2.4 To raise the awareness of both teaching and non-teaching staff of the need to safeguard children, both in their responsibilities to prevent harm and identify and report possible cases of abuse
- 2.5 To provide a systematic means of monitoring children known or thought to be at risk of harm
- 2.6 To emphasise the need for effective levels of communication between all members of staff
- 2.7 To maintain a structured procedure which is followed by all members of the school community where abuse is suspected
- 2.8 To continue to promote effective working relationships with other agencies, especially the Police and Children's Social Services
- 2.9 To ensure that all adults within our school who have contact with children have been checked as to their suitability as part of the recruitment and selection process
- 2.10 To ensure that all members of staff are aware of the Prevent Duty and the statutory Government guidance included within Keeping Children Safe in Education

3. Procedures

Our school procedures for safeguarding children will comply with the Enfield Safeguarding Children Board (ESCB) procedures. The ESCB has adopted and follow the London Child Protection Procedures (5th edition)

We will ensure that:

- 3.1 We have Designated Safeguarding Lead (DSL) members of staff who undertake regular training every two years.
- 3.2 All members of staff develop their understanding of the signs and indicators of abuse and refresh their training every year.
- 3.3 All members of staff know how to respond to a pupil who discloses abuse.
- 3.4 All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures.
- 3.5 All staff will have read Part 1 of the Government Guidance *Keeping Children Safe in Education (KCSIE)*. This guidance refers to specific safeguarding issues and provides links to further information as well as providing further information on child sexual exploitation, female genital mutilation and preventing radicalisation.
- 3.6 All staff will have read the school Safeguarding and Child Protection Policy.
- 3.7 Our procedures will be regularly reviewed and up-dated.
- 3.8 All new members of staff and Governors will receive full safeguarding training and be given a copy of our child protection procedures and of the Government Guidance Keeping Children Safe in Education (KCSIE) part 1 as part of their induction into the school.

4. Responsibilities

The Designated Safeguarding Lead (DSL) is expected to:

- 4.1 Be appropriately trained with regular updates
- 4.2 Act as a source of support and expertise to the school community
- 4.3 Refer cases of suspected abuse to the local authority children's social care as required
- 4.4 Support staff who make referrals to local authority children's social care
- 4.5 Refer cases to the Channel programme where there is a radicalisation concern as required
- 4.6 Support staff who make referrals to the Channel programme
- 4.7 Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required
- 4.8 Refer cases where a crime may have been committed to the Police as required.
- 4.9 Adhere to the ECSB and school procedures with regard to referring a child if there are concerns about possible abuse.
- 4.10 Keep written records of concerns about a child even if there is no need to make an immediate referral
- 4.11 Ensure that all such records are kept confidentially and securely and are separate from pupil records
- 4.12 Ensure that an indication of further record-keeping is marked on the pupil records
- 4.13 Ensure that any pupil currently the subject of a child protection plan who is absent without explanation for two days is referred to Children's Social Care
- 4.14 Ensure that when a pupil leaves the school, relevant records are forwarded, separate from the pupil file
- 4.15 **All** members of staff (paid and unpaid) have the statutory responsibility to safeguard and promote the welfare of children
- 4.16 The Deputy Designated Safeguarding Lead(s) are trained to the same level as the DSL and, in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the DSL, the deputy will assume all of the functions above.

5. Good Practice Guidelines and Staff Code of Conduct

- 5.1 Good practice includes:
 - 5.1.1 treating all pupils with respect
 - 5.1.2 setting a good example by conducting ourselves appropriately
 - 5.1.3 involving pupils in decisions that affect them
 - 5.1.4 encouraging positive, respectful and safe behaviour among pupils
 - 5.1.5 being a good listener
 - 5.1.6 being alert to changes in pupils' behaviour and to signs of abuse, neglect and exploitation

recognising that challenging behaviour may be an indicator of abuse

- reading and understanding the school's child protection policy, staff behaviour policy and guidance documents on wider safeguarding issues
 - being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse
 - referring all concerns about a pupil's safety and welfare to the DSL, or, if necessary directly to police or children's social care
- All staff members read and sign the Staff Code of Conduct. This clearly lays out expectations of staff conduct. A copy can be viewed in the school office.

6. Supporting Children

- 6.1 We recognise that many factors can contribute to an increase in risk. This risk may include: prejudice, discrimination, isolation, domestic situations and communication issues.
- 6.2 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. We recognise that a child may feel self-blame.
- 6.3 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.
- 6.4 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.
- 6.5 In relation to young learners with SEND, we acknowledge that additional barriers can exist when recognising abuse and neglect and expect staff to be especially vigilant in their care of more vulnerable pupils.
- 6.6 Our school will support all pupils by:
 - 6.6.1 Encouraging self-esteem and self-assertiveness through our school vision and values whilst not condoning aggression or bullying.
 - 6.6.2 Promoting a caring, safe and positive environment within the school.
 - 6.6.3 Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
 - 6.6.4 Notifying Children's Social Services as soon as there is a significant concern.
 - 6.6.5 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.

7. Prevention and Early Help

- 7.1 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.
- 7.2 The school community will therefore:
 - 7.2.1 Ensure and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
 - 7.2.2 Ensure that all children know there are adults in the school whom they can approach if they are worried or in difficulty.
 - 7.2.3 Include in the curriculum opportunities for PSHE which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

8. Child Protection Procedures

- 8.1 Recognising abuse
 - 8.1.1 To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.
 - 8.1.2 Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone.
 - 8.1.3 Abuse may be committed by adult men or women and by other children and young people.

8.1.4 Keeping Children Safe in Education (DfE 2016) refers to four categories of abuse. These are set out at Appendix One along with indicators of abuse.

8.2 Bullying

8.2.1 While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause anxiety and distress. All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our Anti-bullying policy which can be accessed in the school office.

8.3 Taking Action

Any child, in any family in any school could become a victim of abuse. Staff should always maintain an attitude of "it could happen here". Key points for staff to remember for taking action are:

8.3.1 In an emergency take the action necessary to help the child, if necessary call 999

8.3.2 Report your concern as soon as possible to the DSL, definitely by the end of the day

8.3.3 Do not start your own investigation

8.3.4 Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family

8.3.5 Complete a record of concern

8.3.6 Seek support for yourself if you are distressed.

8.4 If you are concerned about a pupil's welfare

8.4.1 There will be occasions when staff may suspect that a pupil may be at risk. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical signs may have been noticed. In these circumstances, staff will try to give the pupil the opportunity to talk and ask if they are OK or if they can help in any way.

8.4.2 Staff should use the concern log to record these early concerns. If the pupil does reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the pupil, if the member of staff has concerns, they should discuss their concerns with the DSL.

8.5 If a pupil discloses to you

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, the staff member will, at the appropriate time, let the pupil know that in order to help them they must pass the information on to the DSL. The point at which they tell the pupil this is a matter for professional judgement. During their conversations with the pupils staff will:

8.5.1 Allow them to speak freely

8.5.2 Remain calm and not overreact

8.5.3 Give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'

8.5.4 Not be afraid of silences

8.5.5 Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings, or what does the pupil's mother think about it

8.5.6 At an appropriate time tell the pupil that in order to help them, the member of staff must pass the information on and explain to whom and why

8.5.7 Not automatically offer any physical touch as comfort

8.5.8 Avoid admonishing the child for not disclosing earlier. Saying things such as 'I do wish you had told me about this when it started' may be interpreted by the child to mean that they have done something wrong

8.5.9 Tell the pupil what will happen next

8.5.10 Report verbally to the DSL even if the child has promised to do it by themselves

8.5.11 Complete the online safeguard concern form and submit to the DSL as soon as possible.

8.5.12 Seek support if they feel distressed.

8.6 Notifying parents

8.6.1 The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure, subject to 8.6.2.

- 8.6.2 Our focus is the safety and wellbeing of the pupil. Therefore, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care and/or the police before parents are contacted.

9. Referral to Children's Social Care

- 9.1 The DSL will make a referral to children's social care if it is believed that a pupil is suffering or is at risk of suffering significant harm. The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child. Any member of staff may make a direct referral to children's social care if they genuinely believe independent action is necessary to protect a child.
- 9.2 Referral procedures can be found at http://www.enfield.gov.uk/enfieldscb/info/8/professionals_and_volunteers/215/childrens_single_p%20oint_of_entry_spo_e, and an early help form should be completed. It should then be emailed to SPOE@enfield.gov.uk

10. Children Missing Education

- 10.1 Attendance, absence and exclusions are closely monitored.
- 10.2 A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation.
- 10.3 The DSL will monitor unauthorised absence and take appropriate action including notifying the local authority, particularly where children go missing on repeated occasions and/or are missing for periods during the school day.
- 10.4 Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

11. Private Fostering Arrangements

- 11.1 A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16, or aged under 18 if the child is disabled. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible.
- 11.2 Where a member of staff becomes aware that a pupil may be in a private fostering arrangement they will raise this with the DSL and the school should notify the local authority of the circumstances.

12. Looked After Children

- 12.1 The most common reason for children becoming looked after is as a result of abuse or neglect.
- 12.2 The school ensures that staff have the necessary skills and understanding to keep looked after children safe.
- 12.3 Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child.
- 12.4 The Designated Teacher for Looked After Children and the DSL have details of the child's social worker and the name and contact details of the local authority's virtual head for children in care.

13. Specific Safeguarding Issues : Child Sexual Exploitation and Trafficking, Forced Marriage, Female Genital Mutilation, Honour-Based Violence

- 13.1 The school keeps itself up-to-date with the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.
- 13.2 Our staff are supported to recognise warning signs and indicators in relation to specific issues, including such issues in an age-appropriate way in their curriculum.
- 13.3 The school works with and engages our families and communities to talk about such issues.
- 13.4 Our staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.
- 13.5 Our designated Child Protection Team will seek and obtain specific advice and guidance as necessary.

- 13.6 The school will engage experts and uses specialist material to support the safeguarding preventative work we do.
- 13.7 Our policy through the school's values, ethos and behaviour policies provide the basic platform to ensure children are given the support to respect themselves and others, stand up for themselves and protect each other.

14. Radicalisation

- 14.1 The current threat of radicalisation in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The school is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.
- 14.2 All pupils and teachers have the right to speak freely and voice their opinions. However, free speech is not an unqualified privilege but is subject to laws and policies governing equality, human rights, community safety and community cohesion.
- 14.3 If staff are concerned that children are risk of radicalisation they must report any concerns straight away to the DSL. They will then seek support from the Single Point of Entry and may refer to Channel Panel.

15. Confidentiality

- 15.1 We recognise that all matters relating to Child Protection are confidential.
- 15.2 The Headteacher or DSL will disclose any information about a pupil to other members of staff on a 'need to know' basis only.
- 15.3 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 15.4 All staff must be aware that they cannot promise a child to keep secrets.

16. Supporting Staff

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

17. Allegations against staff and Volunteers

- 17.1 We understand that a pupil may make an allegation against a member of staff or volunteers.
- 17.2 If such an allegation is made, the member of staff or volunteer receiving the allegation will immediately inform the Headteacher.
- 17.3 The Headteacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO).
- 17.4 If the allegation made to a member of staff concerns the Headteacher, the DSL will immediately inform the Chair of Governors who will consult with the Enfield's Lead Officer for Safeguarding and Child Protection.
- 17.5 The school will follow the All London Child Protection Procedures and guidance in KCSIE for managing allegations against staff.

18. Whistleblowing

- 18.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- 18.2 All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues.
- 18.3 The school's whistleblowing policy can be found on the school intranet which enables staff to raise concerns or allegations, initially in confidence and for a sensitive enquiry to take place.
- 18.4 Alternative routes to blow the whistle:
Staff who feel unable to raise an issue - or feel that their genuine concerns about the effectiveness of

safeguarding in the school are not being met - may wish to consider using the NSPCC whistleblowing helpline **0800 028 0285**.

19. Physical Intervention

- 19.1 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.
- 19.2 For children where it is felt that physical intervention may be needed, a risk assessment will be written
- 19.3 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.

20. Safer Recruitment

- 20.1 Our school complies with the requirements of Keeping Children Safe in Education (DfE 2016) and the LSCB by carrying out the required checks and verifying the applicant's identity, qualifications and work history.
- 20.2 At least one member of each recruitment panel will have attended safer recruitment training.
- 20.3 The school maintains a single central record of recruitment checks undertaken.
- 20.4 We ensure that all relevant pre-employment checks are carried out on employees and workers engaged directly
- 20.5 All employees/workers appointed/engaged prior to March 2002 (and with no subsequent change to their employment arrangement requiring a further check) have been subject to a check against List 99; additionally, those appointed between 1989 and March 2002 would have been subject to a satisfactory police check
- 20.6 All employees/workers appointed/engaged since March 2002 have been subject to a satisfactory Enhanced Criminal Records Bureau (CRB) check. This check included a check against List 99
- 20.7 All employees/workers appointed/engaged since 12th October 2009 have been subject to a satisfactory Enhanced CRB check, including a check against List 99/Independent Safeguarding Authority (ISA) Barred List
- 20.8 All employees/workers appointed/engaged since 1st December 2012 have been subject to a satisfactory Enhanced with Barred List check through the Disclosure and Barring Service (DBS)
- 20.9 We also ensure that relevant employees, and workers engaged directly are not disqualified under the Childcare Act 2006 and the Childcare (Disqualification) Regulations 2009
- 20.10 Unsupervised, regular volunteers are also subject to the above safeguarding checks
- 20.11 Supervised, regular volunteers are subject to the above safeguarding checks, with the current exception of the Children's Barred List check
- 20.12 As appropriate, visitors to the school are asked to provide Photographic ID wherever possible
- 20.13 Third party organisations deploying staff or workers to the school are required to provide confirmation that pre-employment and safeguarding checks relevant to the role have been carried out

21. Volunteers and Visitors to the School (including Contractors)

- 21.1 Volunteers, including governors will undergo checks commensurate with their work in the school, their contact with pupils and the supervision provided to them.
- 21.2 Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised.
- 21.3 The school checks the identity of all contractors working on site, requesting photo ID and requests DBS with barred list checks where required by statutory guidance.
- 21.4 Contractors who have not undergone checks will not be allowed to work unsupervised during the school day.
- 21.5 Visitors to the school, including contractors, are asked to sign in and are given a badge, which confirms they have permission to be on site.
- 21.6 Parents who are simply delivering or collecting their children do not need to sign in.
- 21.7 All visitors are expected to observe the school's safeguarding and health and safety regulations.
- 21.8 A visitor protocol/ code of conduct is available on the school website.
- 21.9 The Headteacher will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.
- 21.10 Any organisation that provides services or activities on our site on behalf of the school, will be checked to see that they have the appropriate procedures in place, including safer recruitment procedures.

22. Safeguarding Legislation and Guidance

The following safeguarding legislation and guidance has been considered when drafting this policy:

- 22.1 Section 175 of the Education Act 2002 (maintained schools only)
- 22.2 Section 157 of the Education Act 2002 (Independent schools only, including academies and CTCs)
- 22.3 The Education (Independent Schools Standards) (England) Regulations 2003 (Independent schools only, including academies and CTCs)
- 22.4 The Safeguarding Vulnerable Groups Act 2006
- 22.5 The Teacher Standards 2012
- 22.6 Working Together to Safeguarding Children 2015
- 22.7 Keeping Children Safe in Education 2016
- 22.8 What to do if you're worried a child is being abused 2015

23. Related Safeguarding policies

- 23.1 Staff Code of Conduct
- 23.2 Behaviour Policy
- 23.3 Complaints procedure
- 23.4 Anti -Bullying Policy
- 23.5 Whistleblowing Policy
- 23.6 SEND Policy and SEND Offer
- 23.7 Safer Recruitment
- 23.8 Grievance and disciplinary
- 23.9 Health and Safety Policy
- 23.10 Online Safety Policy
- 23.11 Parent Code of Conduct

Appendix 1 - Four Categories of Abuse

Physical Abuse

Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Indicators of Abuse

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated safeguarding lead.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

A child who is being abused, neglected or exploited may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school, arrive late or leave the school for part of the day
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age
- acquire gifts such as money or a mobile phone from new 'friends'.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSP to decide how to proceed.

Appendix 2 – Safeguarding Poster Visible Around the School

Forty Hill CE School is committed to the safeguarding of our pupils and staff



What to do if someone discloses to you: *(A child may confide in any member of staff - or any other adult in the school, including helpers or visitors).*

- Yours is a listening role. Do not interrupt the child if he or she is freely recalling a significant event. Any questions that may be needed to clarify what the child is saying should be framed in an open manner and not lead the child in any way.

Remember 'TED': tell me about . . . explain . . . describe . . .

- Make a note of the discussion as soon as is reasonably possible (but within 24hours) to pass on to the Designated Teacher. The note should record the time, date, place and people who were present, as well as what was said – this may be used in any subsequent court proceedings.
- Do not give an undertaking of absolute confidentiality. The child should understand that, in order to keep them safe, you might need to tell someone. Resist the inclination to become the child's 'hero': the school procedures are in place to facilitate effective prosecution if this becomes necessary.
- *Always* inform the Designated Teacher; your responsibility in terms of referring concerns ends at this point. Even if you are not sure that it is a serious disclosure, it is still worth the referral as it is always better to be safe than sorry.

NSPCC Helpline 0808 800 5000

Designated Safeguarding Lead: Jonquil Izard
Deputy Designated: Josh Newham
Deputy Designated: Deborah Watson

