

**ST MARK'S CATHOLIC SCHOOL**  
**SAFEGUARDING AND CHILD PROTECTION POLICY**

Governors' Committee Responsible:	Pastoral Committee
Governor Lead:	Peter McEaney
Designated Safeguarding Lead:	Mark Longuehaye
Status and Review Cycle:	Statutory Annual
Last Review	October 2017
Next Review Date:	October 2019

St. Mark's is a Catholic School which has at its heart a love of God, the education of its students and a mission to serve our neighbours and community. We seek to foster a spirit of truth, reconciliation, justice and peace. We are committed to developing the spiritual, emotional, intellectual, moral, cultural, social and physical potential of all our members within a safe and supportive environment. **The school aims to create a culture of vigilance within its community.**

St. Mark's Catholic School is a West London mixed comprehensive school of over 1200 pupils in the London Borough of Hounslow, serving several deaneries in the surrounding boroughs. It is recognised by the school and local agencies concerned in these matters, that there are a number of child protection issues currently active in the area.

### **Terminology**

Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

Child Protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

"Staff" refers to all those working for or on behalf of the school, full or part time, temporary or permanent, in either a paid or voluntary capacity.

"Child" includes everyone under the age of 18.

"Parents" refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

### **Aims and Objectives of the Policy**

In our mission statement we state that the development of all our community, spiritually, intellectually, morally, culturally, socially and physically should take place within a safe and supportive environment. This is the bedrock on which the aims of the Safeguarding and Child Protection Policy are built.

This policy contributes to the furtherance of these aims and includes the following more specific aims and objectives. The specific aims of the policy are to:

- Ensure all pupils have access to the appropriate **support** available within Child Protection.
- Raise **awareness** of Child Protection issues for all staff and members of the school community.
- Ensure that **systems** and strategies for dealing with Child Protection issues are made clear for all members of the school community.
- Produce **guidance** on the use of curriculum to promote positive image and self-esteem through the teaching of Safeguarding and Child Protection awareness and skills development.

### **Child Protection Issues and the Curriculum**

- The PSHCE curriculum is designed to develop self-esteem and positive self-image. It is a skill-based programme aiming to develop informed decision-making, the ability to make choices, good communication skills, personal safety and a healthy life-style.
- The school has a Positive Behaviour Policy, which challenges all forms of bullying.
- The issue of bullying is addressed together with peer pressure within the Drama, English and PSHCE curriculum. Other child protection issues are covered in RE, English, Science, History, Sociology and Child Development. This all contributes to the Child Protection curriculum.

### **1. Introduction**

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications: 'Working Together to Safeguard Children' 2018, 'What to do if You are Worried a Child is Being Abused' 2015. The guidance also reflects, 'Keeping Children Safe in Education' 2018.

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.

This policy applies to all members of staff and governors in the school.

### **2. Policy Principles**

1. The welfare of the child is paramount
2. All children regardless of age, gender, culture, language, race, ability, sexual identity or religion have equal rights to protection, safeguarding and opportunities.
3. We recognise that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm and have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm.
4. All staff believe that St Mark's should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.

5. Pupils and staff involved in child protection issues will receive appropriate support.

### **3. Policy Aims**

1. To demonstrate the school's commitment with regard to safeguarding and child protection to pupils, parents and other partners.
2. To support the child's development in ways that will foster security, confidence and independence.
3. To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident to, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
4. To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
5. To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.
6. To highlight the need for good levels of communication between all members of staff.
7. To develop a structured procedure within the school. This will be followed by all members of the school community in cases of suspected abuse.
8. To develop and promote effective working relationships with other agencies, especially the Police and Social Care.
9. 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 single central record is kept for audit.

### **4. Supporting Children**

1. 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.
2. We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.
3. We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

#### 4. 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 the school.
- Responding sympathetically to any requests for time out to deal with distress and anxiety.
- Offering details of helplines, counselling or other avenues of external support.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Notifying Social Care as soon as there is a significant concern.
- Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority.
- Teaching children to understand and manage risk through personal, social, health and citizenship education (PSHCE) lessons, and relationship and sex education and through all aspects of school life. This includes online safety.

#### 5. Prevention / Protection

- 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 with 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, are encouraged to talk and are always listened to.
- Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, asking children to report whether they have had happy/sad lunchtimes and/or break times
- 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 PSHCE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, online-safety and road safety.
- Ensure all staff are aware of school guidance for the use of mobile phone technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

### **5. Safety of Staff**

We will ensure that

All staff:

- receive information about the school's safeguarding arrangements, the school's safeguarding statement, staff behaviour policy (code of conduct), child protection policy, the role and names of the Designated Safeguarding Lead and their deputy(ies), and Keeping Children Safe in Education part 1 and annex A on induction

- receive safeguarding and child protection training at induction in line with advice from Hounslow Safeguarding Children's Board and DOWAT which is regularly updated and receive safeguarding and child protection updates via staff meetings
- are trained in and receive regular updates in online safety and reporting concerns
- and governors have regular child protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse
- The child protection policy is made available via the school website or other means and that parents/carers are made aware of this policy and their entitlement to have a copy via the school website. All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through the publication of the Child Protection Policy.
- The school provides a coordinated offer of Early Help when additional needs of children are identified and contributes to early help arrangements and inter-agency working and plans
- The Visitors' Policy will seek to ensure the suitability of adults working with children on the school site at any time
- If community users organise activities for children they are made aware of the school's Child Protection Policy, guidelines and procedures
- The name of the designated members of staff for child protection and the Designated Safeguarding Lead are clearly advertised in the school with a statement explaining the school's role in referring and monitoring cases of suspected abuse
- All staff will be given a copy of Part 1 and Annex A of Keeping Children Safe in Education 2018 and will sign to say they have read and understood it. This applies to the Governing Body in relation to part 2 of the same guidance

## 6. Roles and Responsibilities

All members of the Governing Body understand and fulfil their responsibilities, namely to ensure that

1. There is a Child Protection and Safeguarding policy together with a staff behaviour policy (code of conduct)
2. Child protection, safeguarding, recruitment and managing allegations policies and procedures, including the staff behaviour policy (code of conduct), are consistent with DOWAT and Hounslow Safeguarding Children's Board and statutory requirements, are reviewed annually and that the Child Protection policy is publically available on the school website or by other means
3. All staff including temporary staff and volunteers are provided with the school's child protection policy and staff behaviour policy
4. All staff have read Keeping Children Safe in Education (2018) part 1 and Annex A and that mechanisms are in place to assist staff in understanding and discharging their roles and responsibilities as set out in the guidance
5. The school operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children and disqualification by association regulations and by ensuring that there is at least one person on every recruitment panel who has completed safer recruitment training within the last academic year
6. The school has procedures for dealing with allegations of abuse against staff (including the Headteacher), volunteers and against other children and that a referral is made to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned
7. A member of the Governing Body, usually the Chair, is nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Headteacher
8. A member of the senior leadership team has been appointed as the Designated Safeguarding Lead (DSL) by the Governing Body who will take lead responsibility for safeguarding and child protection and that the role is explicit in the role holder's job description
9. On appointment, the DSL undertakes interagency training and also undertakes updated DSL training annually
10. All other staff have safeguarding training updated as appropriate
11. At least one member of the governing body has completed safer recruitment training to be repeated every two years
12. Children are taught about safeguarding (including online safety) as part of a broad and balanced curriculum covering relevant issues through personal social health and citizenship education (PSHCE) and/or through relationship and sex education
13. Appropriate safeguarding responses are in place for children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future
14. Appropriate online filtering and monitoring systems are in place;
15. Enhanced DBS checks are in place for all Governors
16. Any weaknesses in Child Protection are remedied immediately

**A The Headteacher** will ensure that;

The Child Protection and Safeguarding Policy and procedures are implemented and followed by all staff; sufficient time, training, support, resources, including cover arrangements where necessary, is allocated to the DSL to carry out their role effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings;

- where there is a safeguarding concern that the child's wishes and feelings are taken into account when determining what action to take and what services to provide
- systems are in place for children to express their views and give feedback which operate with the best interest of the child at heart
- all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle-blowing procedures
- that pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online
- they liaise with the Local Authority Designated Officer (LADO), before taking any action and on an ongoing basis, where an allegation is made against a member of staff or volunteer;
- anyone who has harmed or may pose a risk to a child s referred to the Disclosure and Barring Service.

**B The Designated Safeguarding Lead;**

- holds ultimate responsibility for safeguarding and child protection in the school;
- acts as a source of support and expertise in carrying out safeguarding duties for the whole school community
- encourages a culture of listening to children and taking account of their wishes and feelings;
- is appropriately trained with updates every two years and will refresh their knowledge and skills at regular intervals but at least annually;
- will refer a child if there are concerns about possible abuse, to the Children's Services Local Referral, Intervention and Assessment Service Team, and act as a focal point for staff to discuss concerns. Referrals should be made in writing, following a telephone call using an Early Help Assessment form will keep detailed, accurate records, either written or using appropriate online software, of all concerns about a child even if there is no need to make an immediate referral;
- will ensure that all such records are kept confidential, stored securely and are separate from pupil records, until the child's 25<sup>th</sup> birthday;

- will ensure that an indication of the existence of the additional file is marked on the pupil records;
- will ensure that when a pupil leaves the school, their child protection file is passed to the new school (separately from the main pupil file and ensuring secure transit) and that confirmation of receipt is obtained;
- will ensure that a copy of the CP file is retained until such a time that the new school acknowledges receipt of the original file. The copy should then be destroyed (shredded);
- will liaise with the Local Authority and work with other agencies and professionals in line with Working Together to Safeguard Children and has a working knowledge of LBH procedures;
- will ensure that either they, or another staff member, attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report where required which has been shared with the parents;
- will ensure that any pupil currently with a child protection plan who is absent in the educational setting without explanation for two days is referred to their key worker's Social Care Team
- will ensure that all staff sign to say they have read, understood and agree to work within the School's child protection policy, staff behaviour policy (code of conduct) and Keeping Children Safe in Education Part 1 and annex A and ensure that the policies are used appropriately;
- will organise child protection and safeguarding induction, regularly updated training and a minimum of annual updates (including online safety) for all school staff, keep a record of attendance and address any absences.
- has an understanding of locally agreed processes for providing early help and intervention and will support members of staff where Early Help is appropriate
- will ensure that the name of the designated members of staff for Child Protection, the Designated Safeguarding Lead and deputies, are clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.

### **C. In the absence of the Designated Safeguarding Lead**

- In the absence of the DSL and deputy DSL is fully trained to undertake DSL responsibilities.
- The Headteacher, in the absence of the DSL or deputy DSL, carries out those functions necessary to ensure the ongoing safety and protection of pupils.



## D. All School Staff

- understand that it is everyone's responsibility to safeguard and promote the welfare of children and that they have a role to play in identifying concerns, sharing information and taking prompt action;
- consider, at all times, what is in the best interests of the child
- know how to respond to a pupil who discloses abuse through delivery of 'Working together to Safeguard Children' (2018), and 'What to do if you suspect a Child is being Abused' (2015)
- will refer any safeguarding or child protection concerns to the DSL or if necessary where the child is at immediate risk to the police or Children's Social Care
- are aware of the Early Help process and understand their role within it including identifying emerging problems for children who may benefit from an offer of Early Help, liaising with the DSL in the first instance and supporting other agencies and professionals in an early help assessment through information sharing. In some cases staff may act as the Lead Professional in Early Help Cases.
- will provide a safe environment in which children can learn

Detailed information on Early Help can be found in Chapter 1 of [Working together to safeguard children 2018](#)

## 7. Confidentiality

1. St Mark's Catholic School recognises that in order to effectively meet a child's needs, safeguard their welfare and protect them from harm, the school must contribute to interagency working in line with Working Together to Safeguard Children (2018) and share information between professionals and agencies where there are concerns.
2. All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and that the Data Protection Act 1998 is not a barrier to sharing information where the failure to do so would place a child at risk of harm.
3. All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
4. However, we also recognise that all matters relating to child protection are personal to children and families. Therefore, in this respect they are confidential and the Headteacher or DSL will only disclose information about a child to other members of staff on a need to know basis.
5. We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the Children's Services Area Team on this point.

6. Staff need to be aware that GDPR does not override safeguarding concern.

## **8. Child Protection Procedures**

1. Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in the family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.
2. Further information about the four categories of abuse; physical, emotional, sexual and neglect, and indicators that a child may be being abused can be found in the appendix. 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”.
3. Detailed information on early help can be found in Chapter 1 of [Working together to safeguard children 2018](#)

## 9. Specific Safeguarding Concerns

There are also a number of specific safeguarding concerns that we recognise our pupils may experience;

- child missing from education
- child missing from home or care
- child sexual exploitation (CSE)
- bullying including cyberbullying
- domestic abuse
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- radicalisation
- youth produced sexual imagery (sexting)
- teenage relationship abuse
- trafficking
- peer on peer abuse

1. Staff are aware that behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger and that safeguarding issues can manifest themselves via peer on peer abuse.
2. We also recognise that abuse, neglect and safeguarding issues are complex and are rarely standalone events that can be covered by one definition or label. Staff are aware that in most cases multiple issues will overlap one another.
3. If staff are concerned about a child's welfare
  - If staff notice any indicators of abuse/neglect or signs that a child may be experiencing a safeguarding issue they should record these concerns on a written document and pass it to the DSL. They may also discuss their concerns in person with the DSL but the details of the concern should be recorded in writing. Staff will need to complete a "**Record of Low Level Concerns**" form (**blue form**) see appendix forms and displays.
  - There will be occasions when staff may suspect that a pupil may be at risk, but have no 'real' evidence. 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 or inconclusive signs may have been noticed.
  - St Mark's School recognises that the signs may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill or an accident has occurred. However, they may also indicate a child is being abused or is in need of safeguarding.

- In these circumstances staff will try to give the child the opportunity to talk. It is fine for staff to ask the pupil if they are OK or if they can help in any way.
- Staff should use a written document to record these early concerns and give the completed form to the DSL.
- Following an initial conversation with the pupil, if the member of staff remains concerned they should discuss their concerns with the DSL and put them in writing.
- If the pupil does begin to reveal that they are being harmed, staff should follow the advice below regarding a pupil making a disclosure.

## Pupil Disclosures

If a pupil discloses to a member of staff:

1. We recognise that it takes a lot of courage for a child to disclose they are being abused. They may feel ashamed, guilty or scared, their abuser may have threatened that something will happen if they tell, they may have lost all trust in adults or believe that what has happened is their fault. Sometimes they may not be aware that what is happening is abuse.
  2. A child who makes a disclosure may have to tell their story on a number of subsequent occasions to the police and/or social workers. Therefore, it is vital that their first experience of talking to a trusted adult is a positive one.
  3. During their conversation with the pupil staff will;
    - If a pupil talks to any member of staff about any risks to their safety or wellbeing the staff member will let the child know that they will **have to pass the information on** – staff are not allowed to keep secrets.
- Listen to what the child has to say and allow them to speak freely
  - Remain calm and not overact or act shocked or disgusted – the pupil may stop talking if they feel they are upsetting the listener
  - Reassure the child that it is not their fault and that they have done the right thing in telling someone
  - Not be afraid of silences – staff must remember how difficult it is for the pupil and allow them time to talk
  - Take what the child is disclosing seriously
  - Ask open questions and avoid asking leading questions
  - Avoid jumping to conclusions, speculation or make accusations
  - Not automatically offer any physical touch as comfort. It may be anything but comforting to a child who is being abused.
  - Avoid admonishing the child for not disclosing sooner. Saying things such as ‘I do wish you had told me about it when it started’ may be the staff member’s way of being supportive but may be interpreted by the child to mean they have done something wrong.
  - Tell the child what will happen next.
  - The member of staff should write up their conversation as soon as possible on the **blue concern form** in the child’s own words. Staff should make this a matter of priority. The record should be signed and dated, the member of staff’s name should be printed and it should also detail where the disclosure was made and who else was present. The record should be handed to the DSL.

## **If the child is in danger of harm, the DSL must be informed immediately**

### **Notifying Parents**

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.
2. However, 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.
3. Where there are concerns about forced marriage or honour based violence parents should not be informed a referral is being made as to do so may place the child at a significantly increased risk.

## **Making a referral**

1. Concerns about a child or a disclosure should be discussed with the DSL who will help decide whether a referral to children's social care, early help or other support is appropriate in accordance with Hounslow Safeguarding Children's Board Levels of Need document.
2. If a referral is needed then the DSL should make it. However, anyone can make a referral and if for any reason a staff member thinks a referral is appropriate and one hasn't been made they can and should consider making a referral themselves.
3. The child (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.
4. If after a referral the child's situation does not appear to be improving the designated safeguarding lead (or the person that made the referral) should press for re-consideration to ensure their concerns have been addressed, and most importantly the child's situation improves.
5. If a child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately. Anybody can make a referral.
6. Where referrals are not made by the DSL, the DSL should be informed as soon as possible.

## **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 DSLs and to seek further support as appropriate.

## **Children who are particularly vulnerable**

- St Mark's Catholic School recognises that some children are more vulnerable to abuse and neglect and that additional barriers exist when recognising abuse for some children.
- We understand that this increase in risk is due more to societal attitudes and assumptions or child protection procedures which fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances.
- In some cases possible indicators of abuse such as a child's mood, behaviour or injury might be assumed to relate to the child's impairment or disability rather than giving a cause for concern. Or a focus may be on the child's disability, special educational needs or situation without consideration of the full picture. In other cases, such as bullying, the child may be disproportionately impacted by the behaviour without outwardly showing any signs that they are experiencing it.

- Some children may also find it harder to disclose abuse due to communication barriers, lack of access to a trusted adult or not being aware that what they are experiencing is abuse.
- To ensure that all of our pupils receive equal protection we will give **special consideration** to children who are **disabled** or have **special educational needs** or young **carers**

The following types of students are also particularly vulnerable,

- Those affected by parental substance misuse, domestic abuse or parental mental health needs
- Asylum seekers
- Students living away from home
- Those vulnerable to being bullied or engaged in bullying
- Students already viewed as a 'problem'
- Students living in temporary accommodation
- Those living transient lifestyles
- Students living in chaotic and unsupportive home situations
- Students vulnerable to discrimination on the grounds of race, ethnicity, religion, disability or sexuality
- Students at risk of sexual exploitation
- Students who do not have English as a first language
- Students at risk of female genital mutilation
- Students at risk of forced marriage
- Those at risk of being drawn into extremism.

## 10. Anti-Bullying/Cyberbullying

1. 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 which is shared with and analysed by the governing body. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse.
2. If the bullying is particularly serious, or the anti-bullying procedures are seen to be ineffective, the headteacher and the DSL will consider implementing child protection procedures.
3. The subject of bullying is addressed at regular intervals in PSHCE education.

## 11. Racist Incidents

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

## 12. Radicalisation and Extremism

1. [The Prevent Duty for England and Wales \(2015\)](#) under section 26 of the Counter-Terrorism and Security Act 2015 places a duty on education and other children's

services to have due regard to the need to prevent people from being drawn into terrorism.

2. Extremism is defined as 'as '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'. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Some children are at risk of being radicalised; adopting beliefs and engaging in activities which are harmful, criminal or dangerous.
4. St Mark's School is clear that exploitation of vulnerable children and radicalisation should be viewed as a safeguarding concern and follows the Department for Education guidance for schools and childcare providers on preventing children and young people from being drawn into terrorism\*.

\* <https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

5. St Mark's Catholic School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups and extremist Animal Rights movements.
6. Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the school follows the DfE advice [Promoting Fundamental British Values as part of SMSC \(spiritual, moral, social and cultural education\) in Schools \(2014\)](#).
7. The school governors, the Head Teacher and the Designated Safeguarding Lead (DSL) will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include, the use of school premises by external agencies, anti-bullying policy and other issues specific to the school's profile, community and philosophy.
8. When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL. They should then follow normal safeguarding procedures. If the matter is urgent then the Metropolitan Police must be contacted by dialling 999. In non urgent cases where police advice is sought then dial 101. The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).

### **13. Domestic Abuse**

1. Domestic abuse represents one quarter of all violent crime. It is actual or threatened physical, emotional, psychological or sexual abuse. It involves the use of power and control by one person over another. It occurs regardless of race, ethnicity, gender, class, sexuality, age, religion, mental or physical ability. Domestic abuse can also involve other types of abuse.



2. We use the term domestic abuse to reflect that a number of abusive and controlling behaviours are involved beyond violence.
3. Slapping, punching, kicking, bruising, rape, ridicule, constant criticism, threats, manipulation, sleep deprivation, social isolation, and other controlling behaviours all count as abuse.
4. Living in a home where domestic abuse takes place is harmful to children and can have a serious impact on their behaviour, wellbeing and understanding of healthy, positive relationships. Children who witness domestic abuse are at risk of significant harm and staff are alert to the signs and symptoms of a child suffering or witnessing domestic abuse.

#### **14. Child Sexual Exploitation (CSE)**

1. Child Sexual Exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. More information and the indicators of CSE is set out in Appendix. CSE can happen online and offline and all staff should be aware of the link between online safety and vulnerability to CSE.
2. Any concerns that a child is being or is at risk of being sexually exploited should be passed without delay to the DSL. St Mark's School is aware there is a clear link between regular school absence/truancy and CSE. Staff should consider a child to be at potential CSE risk in the case of regular school absence/truancy and make reasonable enquiries with the child and parents to assess this risk.
3. The DSL will use the Hounslow Safeguarding Children's Board CSE Screening Tool ( [www.hscb.org.uk](http://www.hscb.org.uk)) on all occasions when there is a concern that a child is being or is at risk of being sexually exploited or where indicators have been observed that are consistent with a child who is being or who is at risk of being sexually exploited.
4. In all cases if the tool identified any level of concern (green, amber or red) the DSL would contact the local Referral, Intervention and Assessment team and email the completed CSE Screening Tool. If a child is in immediate danger the police should be called on 999.
5. St Mark's Catholic School is aware that a child often is not able to recognise the coercive nature of the abuse and does not see themselves as a victim. As a consequence the child may resent what they perceive as interference by staff. However, staff must act on their concerns as they would for any other type of abuse.
6. St Mark's School includes the risks of sexual exploitation in the PSHCE and SRE curriculum. Pupils will be informed of the grooming process and how to protect themselves from people who may potentially be intent on causing harm. They will be supported in terms of recognising and assessing risk in relation to CSE, including online, and knowing how and where to get help.

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

1. Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act (2003). It is a form of child abuse and violence against women. A mandatory

reporting duty requires teachers to report 'known' cases of FGM in under 18s, which are identified in the course of their professional work, to the police.

<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>

2. The duty applies to all persons in St Mark's School who is employed or engaged to carry out 'teaching work' in the school, whether or not they have qualified teacher status. The duty applies to the individual who becomes aware of the case to make a report. It should not be transferred to the Designated Safeguarding Lead; however the DSL should be informed.
3. If a teacher is informed by a girl under 18 that an act of FGM has been carried out on her or a teacher observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth, the teacher should personally make a report to the police force in which the girl resides by calling 101. The report should be made by the close of the next working day.
4. Concerns about FGM outside of the mandatory reporting duty should be reported as per St Mark's Catholic School's child protection procedures. Staff should be particularly alert to suspicions or concerns expressed by female pupils about going on a long holiday during the summer vacation period. There should also be consideration of potential risk to other girls in the family and practicing community.
5. Where there is a risk to life or likelihood of serious immediate harm the teacher should report the case immediately to the police, including dialing 999 if appropriate.
6. There are no circumstances in which a teacher or other member of staff should examine a girl.

## **16. Forced Marriage**

1. A forced marriage is a marriage in which one or both people do not (or in cases of people with learning disabilities cannot) consent to the marriage but are coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.
2. Forced marriage is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.
3. A forced marriage is not the same as an arranged marriage which is common in several cultures. The families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

4. School staff should never attempt to intervene directly as a school or through a third party. Contact should be made with the contact centre or the Forced Marriage Unit 020 7008 0151.

## **17. Honour-based Violence**

1. Honour based violence (HBV) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.
2. Honour based violence might be committed against people who;
  - become involved with a boyfriend or girlfriend from a different culture or religion;
  - want to get out of an arranged marriage;
  - want to get out of a forced marriage;
  - wear clothes or take part in activities that might not be considered traditional within a particular culture.
3. It is a violation of human rights and may be a form of domestic and/or sexual abuse. There is no, and cannot be, honour or justification for abusing the human rights of others.

## **18. One Chance Rule**

All staff are aware of the 'One Chance' Rule' in relation to forced marriage, FGM and HBV. Staff recognise they may only have one chance to speak to a pupil who is a potential victim and perhaps save a life.

St Mark's Catholic School is aware that if the victim is not offered support following disclosure that the 'One Chance' opportunity may be lost. Therefore, all staff are aware of their responsibilities and obligations when they become aware of potential forced marriage, FGM and HBV cases.

## **19. Private Fostering Arrangements**

1. A private fostering arrangement occurs when someone other than a parent or 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 18 if the child is disabled. Children looked after by the local authority or who are placed in residential schools, children's homes or hospitals are not considered to be privately fostered.
2. Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age.
3. St Mark's Catholic School recognises that most privately fostered children remain safe and well but are aware that safeguarding concerns have been raised in some cases. Therefore, all staff are alert to possible safeguarding issues, including the possibility that the child has been trafficked into the country.
4. 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. However, 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 DSL will notify LBH.

## **20. Looked After Children**

1. The most common reason for children becoming looked after is as a result of abuse and neglect. St Mark's Catholic School ensures that staff have the necessary skills and understanding to keep looked after children safe. 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 and contact arrangements with birth parents or those with parental responsibility.
2. The designated teacher for Looked After Children, the DSL, has details of the child's social worker and the name and contact details of the virtual school head for children in care.
3. The designated teacher for Looked After Children, the DSL, works with the virtual school head to discuss how Pupil Premium Plus funding can be best used to support the progress of Looked After Children in the school and meet the needs in the child's personal education plan.

## **21. Children Missing Education**

1. Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation.
2. The DSL will monitor unauthorised absences and take appropriate action including notifying the local authority particularly where children go missing on repeat occasions and/or are missing for periods during the school day in conjunction with 'Children Missing Education: Statutory Guidance for Local Authorities'.
3. Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.
4. Clear procedures exist for contacting parents in the event of unexplained absences from school. The school holds at least two emergency contact numbers for each student
5. The DSL has weekly attendance meetings with student services regarding attendance. Students below 92% attendance are monitored and parents contacted as necessary. System in place which starts with monitoring and moves through to EWO contact (Educational welfare officer)

## **22. Online Safety**

1. Our pupils increasingly use electronic equipment on a daily basis to access the internet and share content and images via social media sites such as Facebook, Twitter, Instagram and Snapchat.

2. Unfortunately, some adults and other children use these technologies to harm children. The harm might range from sending hurtful or abusive texts or emails, to grooming and enticing children to engage in sexual behaviour such as webcam photography or face-to-face meetings. Pupils may also be distressed or harmed by accessing inappropriate material such as pornographic websites or those which promote extremist behaviour, criminal activity, suicide or eating disorders
3. St Mark's Catholic School has an online safety policy which explains how we try to keep pupils safe in school and how we respond to online safety incidents.
4. Online system is part of the PSHCE curriculum of the school. Students are taught the importance of online security and the dangers involved with online communication.

### **23. Peer on Peer Abuse**

- A. In most instances, the conduct of pupils towards each other will be covered by our behaviour policy. However, some allegations may be of such a serious nature that they may raise safeguarding concerns. St Mark's Catholic School recognise that children are capable of abusing their peers. It will not be passed off as 'banter' or 'part of growing up'. The forms of peer on peer abuse are outlined below.
  1. Domestic abuse – an incident or pattern of actual or threatened acts of physical, sexual, financial and/or emotional abuse, perpetrated by an adolescent against a current or former dating partner regardless of gender or sexuality.
  2. Child Sexual Exploitation – children under the age of 18 may be sexually abused in the context of exploitative relationships, contexts and situations by peers who are also under 18.
  3. Harmful Sexual Behaviour – Children and young people presenting with sexual behaviours that are outside of developmentally 'normative' parameters and harmful to themselves and others.
  4. Serious Youth Violence – Any offence of most serious violence or weapon enabled crime, where the victim is aged 1-19' i.e. murder, manslaughter, rape, wounding with intent and causing grievous bodily harm. 'Youth violence' is defined in the same way, but also includes assault with injury offences.
- B. The term peer-on-peer abuse can refer to all of these definitions and a child may experience one or multiple facets of abuse at any one time. Therefore, our response will cut across these definitions.  
There are also different gender issues that can be prevalent when dealing with peer on peer abuse (i.e. girls being sexually touched/assaulted or boys being subjected to initiation/hazing type violence).

St Mark's Catholic School aims to reduce the likelihood of peer on peer abuse through;

- the established ethos of respect, friendship, courtesy and kindness;
- high expectations of behaviour;
- clear consequences for unacceptable behaviour;
- providing a developmentally appropriate PSHCE curriculum which develops pupils' understanding of healthy relationships, acceptable behaviour, consent and keeping themselves safe;
- systems for any pupil to raise concerns with staff, knowing that they will be listened to, valued and believed;
- robust risk assessments and providing targeted work for pupils identified as being a potential risk to other pupils and those identified as being at risk.
- Research indicates that young people rarely disclose peer on peer abuse and that if they do, it is likely to be to their friends. Therefore, St Mark's Catholic School will also educate pupils in how to support their friends if they are concerned about them, that they should talk to a trusted adult in the school and what services they can contact for further advice.
- Any concerns, disclosures or allegations of peer on peer abuse in any form should be referred to the DSL using St Mark' School's child protection procedures as set out in this policy. Where a concern regarding peer on peer abuse has been disclosed to the DSL, advice and guidance will be sought from Children Social Care and where it is clear a crime has been committed or there is a risk of crime being committed the Police will be contacted.
- Working with external agencies the school will respond to the unacceptable behaviour. If a pupil's behaviour negatively impacts on the safety and welfare of other pupils then safeguards will be put in place to promote the well-being of the pupils affected and the victim and perpetrator will be provided with support.

#### **24. Youth produced sexual imagery (sexting)**

- The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. However, this online technology has also given children the opportunity to produce and distribute sexual imagery in the form of photos and videos. Such imagery involving anyone under the age of 18 is illegal.  
Youth produced sexual imagery refers to both images and videos where:
- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18.
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult.
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.
- All incidents of this nature should be treated as a safeguarding concern and in line with the UKCCIS guidance 'Sexting in schools and colleges: responding to incidents and safeguarding young people'.
- Cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a child is child sexual abuse and should be responded to accordingly.

- If a member of staff becomes aware of an incident involving youth produced sexual imagery they should follow the child protection procedures and refer to the DSL as soon as possible. The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. Staff should not view, copy or print the youth produced sexual imagery.

Youth refers to anyone under the age of 18.

[\\*https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/551575/6.2439\\_KG\\_NCA\\_Sexting\\_in\\_Schools\\_WEB\\_1.PDF](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.2439_KG_NCA_Sexting_in_Schools_WEB_1.PDF)

- The DSL should hold an initial review meeting with appropriate school staff and subsequent interviews with the children involved (if appropriate). Parents should be informed at an early stage and involved in the process unless there is reason to believe that involving parents would put the child at risk of harm. At any point in the process if there is concern a young person has been harmed or is at risk of harm a referral should be made to Children's Social Care or the Police as appropriate.
- Immediate referral at the initial review stage should be made to Children's Social Care/Police if;
  - The incident involves an adult;
  - There is good reason to believe that a young person has been coerced, blackmailed or groomed or if there are concerns about their capacity to consent (for example, owing to special education needs);
  - What you know about the imagery suggests the content depicts sexual acts which are unusual for the child's development stage or are violent;
  - The imagery involves sexual acts;
  - The imagery involves anyone aged 12 or under;
  - There is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self-harming.
  - If none of the above apply then the DSL will use their professional judgement to assess the risk to pupils involved and may decide, with input from the Headteacher, to respond to the incident without escalation to Children's Social Care or the police.

In applying judgement the DSL will consider if;

- there is a significant age difference between the sender/receiver;
- there is any coercion or encouragement beyond the sender/receiver;
- the imagery was shared and received with the knowledge of the child in the imagery;
- the child is more vulnerable than usual i.e. at risk;
- there is a significant impact on the children involved;
- the image is of a severe or extreme nature;
- the child involved understands consent;
- the situation is isolated or if the image been more widely distributed;
- there other circumstances relating to either the sender or recipient that may add cause for concern i.e. difficult home circumstances;
- the children have been involved in incidents relating to youth produced imagery before.
- If any of these circumstances are present the situation will be escalated according to our child protection procedures, including reporting to the police or children's social care. Otherwise, the situation will be managed within the school.

- The DSL will record all incidents of youth produced sexual imagery, including both the actions taken, actions not taken, reasons for doing so and the resolution in line with safeguarding recording procedures.

## **24. 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.
- Should be aware of the school's behavior policy and tutor guide.
- guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers, will be given at induction\*

Refer to "Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings" available on the DfE website and [www.hscb.org.uk](http://www.hscb.org.uk)

- If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Headteacher or Chair of Governors in the event of an allegation against the Headteacher.
- The Headteacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO)\* at the earliest opportunity and before taking any further action.
- If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult the LADO as in above, without notifying the Headteacher first.
- The school will follow the HSCB procedures for managing allegations against staff, procedures set out in Keeping Children Safe in Education and the school's Managing Allegations policy and procedures.
- Suspension of the member of staff, excluding the Headteacher, against whom an allegation has been made needs careful consideration, and the Headteacher will seek the advice of the LADO and an HR Consultant in making this decision.
- In the event of an allegation against the Headteacher, the decision to suspend will be made by the Chair of Governors with advice as listed above.
- Staff, parents and governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing including content placed on social media sites.



## **26. Whistle-blowing**

1. It is recognised that children cannot be expected to raise concerns in an environment where staff fail to do so.
2. All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues, poor or unsafe practice and potential failures in the school's safeguarding arrangements. If it becomes necessary to consult outside the school, they should speak in the first instance, to the Area Education Officer/LADO following the Whistleblowing Policy.\*\*
3. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and [Email: help@nspcc.org.uk](mailto:help@nspcc.org.uk).

\*\* General guidance on whistleblowing can be found in the KCSIE 2018 document.

## **26. Physical Intervention**

1. 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.
2. Such events should be recorded and signed by a witness.
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.
4. We recognise that touch is only appropriate in the context of working with children as mentioned above, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundary as presented in Initial Safeguarding Training.

## **27. Criminal exploitation**

1. Criminals will look to exploit vulnerable children and this is particularly the case with the distribution of drugs through "county lines"
2. This is the use of children in distributing drugs from urban to more rural areas of the country.
3. Children missing education can be particularly vulnerable, therefore tracking nonattendance at school is vitally important. (see section on CME)
4. Other children at risk are those with chaotic home background, previous offenders and LACs (looked after children)
5. The DSL must be aware of possible criminal activity that may be associated with these vulnerable groups.

## 28. Contextual safeguarding

1. Environmental factors in a student's life need to be taken into consideration. These may be a threat to their safety and welfare.
2. Contextual safeguarding is referred to in "Working together to safeguard children (2018) and "Keeping Children safe in education" (2018).
3. The DSL will liaise with outside agencies over environmental factors in the local borough and surrounding areas. This will include Children's social services, youth offenders teams and the police. The DSL will keep up to date on local issues.
4. Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships. Therefore children's social care practitioners need to engage with individuals and sectors who do have influence over/within extra- familial contexts, and recognise that assessment of, and intervention with, these spaces are a critical part of safeguarding practices. Contextual Safeguarding, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts.
5. The DSL will need to take contextual issues into regard when determining whether there is a safeguarding or child protection issue.
6. For further information the following website is useful,  
<https://contextualsafeguarding.org.uk/>

# APPENDIX

January 2019

## **CHILD PROTECTION – SUMMARY OF KEY POINTS**

- ◆ IF YOU HAVE ANY CONCERNS OF A CHILD PROTECTION NATURE ABOUT A PARTICULAR PUPIL YOU SHOULD TALK TO THE FORM TUTOR / PASTORAL LEADER OR DESIGNATED SAFEGUARDING LEAD WHO AT THE MOMENT IS MS. M. BYRNE.
- ◆ IF A CHILD HAS DISCLOSED TO YOU THAT THEY ARE BEING ABUSED YOU SHOULD GO STRAIGHT TO THE DESIGNATED SAFEGUARDING LEAD OR IN HER ABSENCE THE HEADTEACHER.
- ◆ YOU MUST NOT TAKE ON A COUNSELLING ROLE. YOUR ROLE IS TO **LISTEN AND NOT TO ASK QUESTIONS.** (If the police decide to prosecute our asking questions can harm their case.)
- ◆ YOU MUST NOT PROMISE THE CHILD CONFIDENTIALITY BUT TELL THEM THAT YOU WILL REFER THEIR PROBLEM ON.

### **APPENDIX TO ACCOMPANY CHILD PROTECTION POLICY**

It is a teacher's responsibility to recognise signs of abuse and to refer those concerns to the appropriate person so that these concerns can be referred to the relevant investigatory agency. (See Safeguarding and Child Protection Policy and Anti-Bullying Policy.)

The designated Child Protection Officer at present is the Pastoral Deputy or, in her absence, the Headteacher.

**All listed signs or symptoms of child abuse should be treated with caution because sometimes there will be a straightforward explanation for injuries or behaviour. WHAT IS ESSENTIAL IS THAT THESE CONCERNS ARE RAISED WITH THE DESIGNATED PERSON SO THAT THESE CAN BE DISCUSSED IN THE LIGHT OF WHAT IS KNOWN ABOUT THE CHILD AND FAMILY.**

#### **Definition of Abuse**

A child is considered to be abused or at risk of abuse when the basic needs of the child are not being met through avoidable acts of either commission or omission. The harm must be significant and includes neglect, ill-treatment, physical, sexual or emotional abuse, impairment of physical or mental health or impairment of physical, intellectual, emotional or social development. All members of staff should familiarise themselves with the typical signs and symptoms as set out below.

Child abuse can be best categorised in four types:

- Neglect
- Physical abuse
- Sexual abuse
- Emotional abuse

It should always be borne in mind that a child may be suffering from any combination of these.

## **General indicators of Child Neglect and Abuse**

There are a number of indicators that have been put forward by professionals in the field of child protection in order to raise awareness in those who are working on a daily basis with children and their families. The following lists have indicators which apply to children and their parents.

Parents who may neglect or abuse their children may exhibit the following:

- Rejection of the child;
- Rough handling of the child;
- Failure to keep appointments with child care staff;
- Frequent visits to the medical services with trivial complaints about the child or themselves.

Children who may be suffering from neglect or abuse may exhibit the following:

- Unexplained failure to thrive;
- Injuries that are inconsistent with an accident as described by the parents;
- Frequent bruising, cuts, burns, etc;
- Frozen awareness, when the child carefully watches adults' expressions and movements;
- Reluctance to be alone with their carer/s;
- Sudden unexplained changes in their reactions towards their carer/s.

Not all children who have been neglected or abused will show all of the indicators, and one indicator alone may not denote that a child is being abused. A number of children may exhibit "failure to thrive" and doctors may not be able to find any reasonable explanation for this but this does not necessarily indicate that they have been a victim of abuse. A child with a combination of indicators who has a parent who is also exhibiting one or more of the adult indicators could lead a carer to suspect that they may be dealing with a case of abuse or neglect.

In the area of child sexual abuse there is a different set of indicators; most of these are related to the behaviour of the child:

- Sudden changes in personality, such as wanting constant attention and reassurance;
- Lack of trust of a familiar adult;
- Aggressive or compliant behaviour;
- Withdrawal, listlessness, sadness;
- Fear of being alone;
- Showing affection in a sexual way inappropriate to their age;
- Eating problems, loss of appetite, problems swallowing, excessive eating.

## **Specific Indicators of Various Forms of Child Neglect and Abuse**

January 2019

### a) **Neglect**

#### *Physical Indicators*

- Poor hygiene
- Inadequately clothed, dirty, torn or inappropriate clothing
- Untreated medical problems
- Poor nourishment/failure to thrive
- Emaciation

#### *Behavioural Indicators*

- Tired or listless
- Low self-esteem
- Always hungry
- States that there is no one at home to look after them or indicates that they spend a lot of time alone

### b) **Physical Abuse**

#### *Physical Indicators*

- Unexplained bruising in places where an injury cannot easily be sustained or explained
- Facial bruising
- Hand or finger marks or pressure bruising
- Bite marks
- Burns (particularly cigarette burns), scalds
- Unexplained fractures
- Lacerations or abrasions

#### *Behavioural Indicators*

- Shying away from physical contact
- Withdrawn or aggressive behaviour
- Sudden changes in behaviour, e.g. from extrovert to introvert

### c) **Sexual Abuse**

#### *Physical Indicators*

- Bruises or scratches inconsistent with accidental injury
- Difficulty in walking or sitting
- Pain or itching in the genital area
- Torn, stained or bloody underclothes
- Loss of appetite

#### *Behavioural Indicators*

- Sexually precocious, uses seductive behaviour towards adults
- Uses sexually explicit language
- Excessive preoccupation with sexual matters
- Informed knowledge of adult sexual behaviour
- Poor self-esteem
- Withdrawn or isolated from other children

### d) **Emotional Abuse**

- Attention seeking
- Withdrawn
- Telling lies
- Inability to have fun
- Low self esteem
- Tantrums past the age when they are part of normal development
- Speech disorders e.g. stammering
- Inability to play
- Indiscriminately affectionate

### **Staff Code of Conduct**

- All staff must respect the rights, dignity, privacy and worth of each pupil equally with the context of the school.
- Staff must place the well being and safety of each pupil above all other considerations, including the development of educational performance.
- Staff must adhere to all guidelines laid down by the school in relation to the care and welfare of pupils
- Staff and the head receive Child Protection training every three years delivered as part of the INSET programme.
- Staff are required to have read and understood School Child Protection Policy. They sign a statement to this effect stored on their personnel files.
- Staff must develop an appropriate working relationship with each pupil based on mutual trust and respect.
- Staff must encourage and guide pupils to accept responsibility for their own behaviour and performance.
- Staff must ensure that the activities they direct or advocate are appropriate for the age, maturity, experience and ability of pupils.
- Staff must co-operate fully with others in the best interest of the pupil.
- Staff must themselves consistently adhere to high standards of behaviour and appearance.

### **Staff Protection**

It is possible to reduce situations in which abuse can occur and help protect staff by promoting good practice. Staff should be public and open when working with pupils.

All staff should also be aware that they should not:

- Spend excessive amounts of time alone with individual pupils. For example one to one tuition or sports coaching
- Take pupils alone on car journeys without the knowledge of the parents
- Take pupils to their home where they will be alone.

Staff should never:

- Allow or engage in rough, physical or sexually provocative games, including horseplay.
- Share a bedroom with a pupil on any residential trip or other occasion.

- Allow or engage in any form of touching apart from official activities which require this and for which there are guide-lines. (Common sense should be exercised in dealing with injured pupils, or very young pupils in distress).
- Allow pupils to use inappropriate language unchallenged.
- Make sexually suggestive or inappropriate comments to a pupil, even in jest.
- Allow allegations made by a pupil to go unchallenged, unrecorded or not acted upon.
- Invite or allow pupils to stay with you at your home without the knowledge and permission of the Head and parent/guardians.
- Humiliate pupils, including sustained shouting or unacceptable use of sarcasm.
- Engage in inappropriate electronic communication with a pupil. Staff who need to be in contact with pupils outside school hours are provided with a school mobile phone.

### **Domestic violence**

There is a correlation between assaults on women and physical abuse of their children.

**IF A MEMBER OF STAFF HAS CONCERNS ABOUT A PARTICULAR PUPIL THEY SHOULD TALK TO THE FORM TUTOR/PASTORAL LEADER OR DESIGNATED SAFEGUARDING LEAD. IF A CHILD HAS DISCLOSED THEY ARE BEING ABUSED THE MEMBER OF STAFF SHOULD GO STRAIGHT TO THE DESIGNATED SAFEGUARDING LEAD OR, IN HER ABSENCE, THE HEADTEACHER. PLEASE LOOK AT THE ATTACHED POLICY FOR FURTHER INFORMATION.**

### **FGM mandatory reporting duty**

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at [Mandatory reporting of female genital mutilation procedural information](#).

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out.<sup>18</sup> Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school or college’s designated safeguarding lead and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure



by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: FGM Fact Sheet.

Last Reviewed: November 2018

## **Publications**

### *Statutory Guidance*

Working Together to Safeguard Child (2018)

Keeping Children Safe in Education (2018)

### *Non-Statutory Guidance*

What to do if you're worried a child is being abused (2015)

Information Sharing (2015)

## **Key Legislation**

The Children Act 1989 Section 17 Duty to safeguard and promote the welfare of children who are "in need"

Section 47 Duty to investigate whether a child is at risk of serious harm

Local Government Act 2000 Effective joint working across local authority sectors

Education Act 2002 Duty on Local Education Authorities to exercise safeguarding functions for children and young people up to the age of 18 who are in full-time education

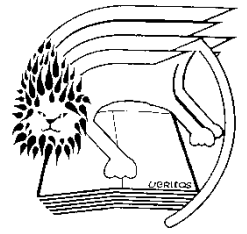
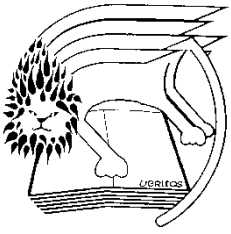
Children Act 2004 Established Local Safeguarding Children Boards

HSCB Child Protection Procedures are available online at [www.hscb.org.uk](http://www.hscb.org.uk) or contact Early Help Hounslow 0208583 6600

Wherever the word "staff" is used, it covers ALL staff on site, including ancillary supply and self employed staff, contractors, volunteers working with children etc, and governors

# Appendix Two

Forms & displays



# St Mark's Catholic School

## Record of Low Level Concerns

**A concern is when the care of a child is less than may be expected from a reasonable parent, or when a child's behaviour indicates they may not be receiving an adequate level of care but this does not amount to an allegation disclosure or child abuse concern**

Please complete this form if you have any concerns about a pupil

Pupil Name			
Day/Date/Time		DoB	
Member(s) of staff noting concern			

Concern (Please describe as fully as possible)

Signature:

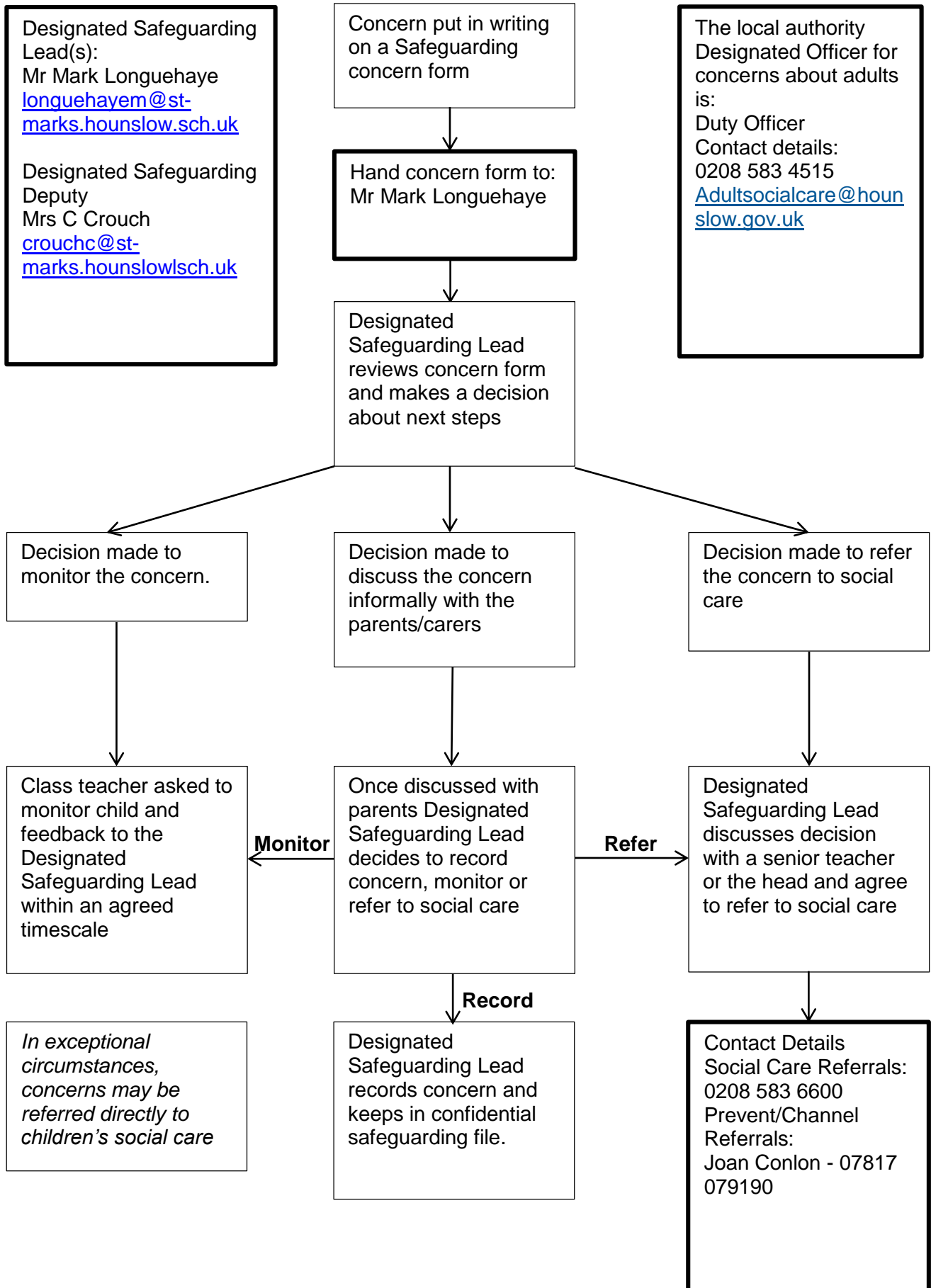
Date:

Actions Taken			
Date	Person taking action	Action	Signature

Would you like feedback about this concern?  Yes  No Date Given .....

*Please pass this form to the Designated Safeguarding Lead (Mark Longuehaye) when completed*

## FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD



# Safeguarding Concerns

If you are concerned about a child

**You must share your concern with the Designated Safeguarding staff without delay.**

Make a written record of your concern, including the day, date, time, concern, any other witnesses and your signature.



Ms Andrea  
Waugh-Lucas  
Headteacher



Mr Mark  
Longuehaye  
Designated Lead

## Guidance on completing concern forms

It is important that concern forms are fully completed in a timely way. The details are important. To help the safeguarding lead respond appropriately, please follow the guidance below.

- Enter all the admin details, including date of birth (we are asked for this when we report a concern to Children's Services or the police)
- Include your full name (not initials)
- Make sure the concern is given in detail, preferably in the child's own words
- Don't report what other people have told you - they must write their own concern form
- Only write about one child on each concern form (use a separate form for each child)
- Remember that concern forms are used in court cases and inquests as primary documents, so they must be complete and accurate.
- Make sure you use a Concern Form to record your concern. Do not use other any other form or piece of paper. Writing on the back of other forms can cause confusion and error.
- If you jotted your notes down on a piece of paper whilst talking to the student or immediately afterwards, attach that to the completed concern form.
- If there are no Concern Forms available in the box, please:
  - Report this to Student Services
  - Finally, contact the safeguarding lead
- Do not use email to send your concern, complete a hard copy concern form instead. Emails get missed, go to the wrong person and cannot be signed.
- Completed concern forms must be returned to Mark Longuehaye (Safeguarding Lead)
- Please alert the safeguarding lead to concerns as soon as possible. It can take several hours to deal with even urgent concerns and the earlier we start the better.
- Finally, please sign, date and time the concern form.

# Signs of abuse and neglect

## Sexual Abuse

**Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities including non-contact activities.**

### Key features

There are few physical signs, more likely to be emotional and behavioural factors.

- Aggression
- Withdrawn
- Self harming, including eating disorders
- Drawings of sexually explicit behaviours
- Promiscuity/ precociousness
- Inappropriate sexualised conduct
- Sexually explicit behaviour
- Reluctance to remove clothing for swimming or PE

Sexual abuse can be very difficult to recognise and reporting sexual abuse can be an extremely traumatic experience for a child. Whilst the media often focuses on 'stranger danger', studies indicate that between 80 and 90% of cases involve a known adult.

The internet has increased the risk of non-contact sexual abuse and children must be alert to these dangers when online.



## High Risk Factors

- Families with complex needs
- Parental substance use
- Poor parental mental health
- Parents with learning difficulties
- Children with disabilities
- Families with past history of childhood abuse
- Domestic Violence

## Physical Abuse

**Physical abuse involves any action that causes physical harm to a child including fabricating the symptoms of or deliberately inducing illnesses.**

### Key features

- Bruising of various ages
- Bite marks
- Burns and scalds
- Fractures in non- mobile children
- Injuries in unusual areas or with well-defined edges
- Old injuries or scars
- Refusal to discuss injuries
- Inconsistent explanations
- Talk of punishment which seems excessive
- Arms and legs kept covered
- Reluctant to remove clothing for swimming or PE
- The parents are uninterested or undisturbed by an accident or injury

## Neglect

**Neglect is the failure to meet a child's physical and or psychological needs.**

### Key features

- Inadequate clothing for the child's size, weather or time of year
- Underweight for age
- Frequent school absences
- Poor health
- Emotionally needy

## Further Information

**The statutory guidance for schools is set out in the following documents:**

Working Together to Safeguard Children (2015)

Keeping Children Safe in Education (2015)

What to do if you're worried a child is being abused (2015) (non-statutory)

## Emotional Abuse

**Emotional abuse is the persistent emotional maltreatment of a child.**

### Key features

- Development delay.
- Abnormal attachment to parent/ carer.
- Low self-esteem.
- Lack of confidence.
- Inappropriate emotional response.