



# ***Safeguarding Policy***

*Including*

# ***Child Protection***

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**Approved by:** The Governing Body of St. Paul's Academy - **February 2017**  
**Revision due:** **February 2018**

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## 1. Key Safeguarding Personnel & Responsibilities

### The Designated Safeguarding Leads

Name: Siobhan Malone, Vice Principal

Tel: 020 8311 3868 ext 108 [siobhan.malone@stpauls.greenwich.sch.uk](mailto:siobhan.malone@stpauls.greenwich.sch.uk)

Name: Kim Nicholas, Lead Learning Mentor

Tel: 020 8311 3868 ext 143 [kim.nicholas@stpauls.greenwich.sch.uk](mailto:kim.nicholas@stpauls.greenwich.sch.uk)

### The Safeguarding Team also includes

Áine Allen, Co.Assistant Principal: Inclusion), Balvinder Assi (Inclusion Coordinator) Huw Francis (Learning mentor), Helen Loten (Year 7 SENDCo), Graham Sidwell (Co Assistant Principal: Inclusion), Raphael Tetty (Lay Chaplain)

**Any allegation or disclosure involving someone who works with children in a paid or voluntary capacity must be reported** directly to the Principal, or a member of the SLT, unless it involves one of them. In that case, it must be reported to the Chair of Governors. **See Section 14**

### Safeguarding Responsibilities

**The Principal** is responsible for implementing policies and procedures, allocating resources to the safeguarding team and addressing staff safeguarding concerns.

Mr P Winston

Tel: 020 8311 3868 ext 106

**Designated Safeguarding Lead is** a member of the school leadership team with appropriate authority, responsible for dealing with safeguarding issues, providing advice and support to other staff, liaising with the local authority, and working with other agencies.

Ms S Malone

Tel: 020 8311 3868 ext 108

Ms K Nicholas

Tel: 020 8311 3868 ext 143

**Designated Safeguarding Team** is made up of members of the teaching, support or pastoral staff in a post which requires assessment of children with sufficient status and authority to effectively deputise for the Safeguarding lead above.

Ms A Allen – 020 8311 3868 ext 135

Mr Bal Assis – 020 8311 3868 ext 111

Mr H Francis – 020 8311 3868 ext 141

Mrs Helen Loten – 020 8311 3868 ext 137

Mr G Sidwell – 020 8311 3868 ext 118

Mr Raphael Tetty – 020 8311 3868 ext 107

**The Learning Mentors** address the difficulties preventing a student from reaching their full potential; for example behaviour, attendance, achievement, mental health as well as safeguarding issues. They work with students to develop strategies to overcome these barriers.

Ms J Lazenby - 020 8311 3868 ext 141

Mr R Mayne – 020 8311 3868

Ms D Webb – 020 8311 3868

**The Learning Zone Safeguarding representatives** work with the Deputy Safeguarding Lead to monitor and support students who have been identified as vulnerable or at risk. (contact via school reception)

Ms K Joyce / Mr P Chambers

Mr A Grogan / Ms T Casey

Ms M Hepburn / Mr J Kirby

Ms J Sandhu / Mr D Duddy

Mr A Innocent / Mr P O'Donoghue / Ms J Buckley / Ms S Stone / Mrs N Radford )

**Safeguarding Administration Support** works with the Safeguarding team to ensure that records are updated and secure.

Ms L Way

### **The Safeguarding Team at St. Paul's Academy also link with and report to**

**The Safeguarding / Child Protection Governor** ensures that there are appropriate safeguarding policies and procedures in place, monitors whether they are being followed and, together with the rest of the governing body, remedies deficiencies and weakness that are identified. The role of the safeguarding governor is strategic rather than operational. The safeguarding governor does not become involved in concerns about individual students.

Ms M Fontinelle

Tel: 020 8311 3868

**The Chair of Governors** takes the lead in dealing with allegations of abuse against the Principal and other members of staff when the principal is not available, working in liaison with Greenwich Safeguarding Children Board; on safe recruitment practices with the principal and Senior Leadership Team.

Mr B J Borland

Tel: 020 8311 3868

## 2. St. Paul's Academy Safeguarding Statement

All children have the right to learn and grow, free from the burden of abuse and neglect. Governors and staff at St. Paul's Academy recognise our moral and statutory responsibility to safeguard and promote the welfare of all students. We endeavour to provide a safe and welcoming environment where our students are respected and valued. We are alert to the signs of different types of abuse and follow agreed procedures to ensure that children receive effective support, protection and justice.

We believe all students should have access to a learning environment which encourages and promotes positive personal, social and emotional development as well as academic success. We are committed to working together with local services to build resilience, prevent and protect students from harm.

### Introduction

The procedures contained in this policy apply to all staff and governors of St. Paul's Academy and are consistent with those of the Greenwich Safeguarding Children's Board (GSCB) and locally agreed procedures. It applies wherever staff or volunteers are working with students, even when this is away from the Academy, for example at an activity centre or an educational visit.

St. Paul's Academy takes seriously its responsibility to protect and safeguard the children in its care and follows the guidance of "Working Together to Safeguard Children, 2016" and "Keeping Children Safe in Education" 2016, Section 175 of the Education Act, 2002 which,

**".....requires governing bodies of maintained schools and FE colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children."**

## 3. Purpose and Aims

There are **five main elements** to our policy:

- Ensuring we practice safer recruitment in line with national legislation by including at least one suitably trained recruiter on all interview panels and to ensure any unsuitable behaviour is reported and managed using the appropriate procedures
- Raising awareness of safeguarding issues and equipping students with the skills needed to keep them safe
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse
- Supporting students who have been abused in accordance with his/her agreed child protection plan
- Establishing a safe environment in which students can learn and develop and establishing robust guidelines to support staff in their professional roles with students.

We recognise that because of the day to day contact with students, school staff are well placed to observe

the outward signs of abuse. The school will therefore:

- Establish and maintain an environment where students feel secure, are encouraged to talk, and are listened to
- Ensure students know that there are adults in the school whom they can approach if they are worried
- Include opportunities across the curriculum e.g. wellbeing initiatives and workshops for children to develop the resilience skills they need to recognise and stay safe from abuse.

#### **4. Statutory Framework**

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

- The Children Act 1989 & 2004
- The Education Act 2002 (section 175)
- The Education (Pupil Information) (England) Regulations 2005
- Keeping Children Safe in Education (DfE September 2016)
- Dealing with Allegations of Abuse Against Teachers and Other Staff
- Working Together to Safeguard Children (DfE, March 2015)
- The Prevent duty – Advice for schools and Childcare providers (DfE 2015/6)
- Procedures set out by the Greenwich Safeguarding Children Board and the London Safeguarding Children Board
- Greenwich Early Help Guidance 2016
- Guidance for Safer Working Practice for those working with children and young people in education settings' (October 2015)
- What to do if you're worried that a child is being abused (Guidance March 2015)
- Mental Health and Behaviour in Schools: Departmental advice (DfE 2014)

#### **5. Safeguarding Training**

- Designated Safeguarding Leads should receive updated training every 2 years; and, in addition, keep up to date with safeguarding developments regularly.
- All Staff at St. Paul's Academy undergo Safeguarding Training annually and those with particular safeguarding responsibilities will be updated on a regular basis e.g. Raising Standards Leaders have a weekly Safeguarding meeting.
- All new members of staff will receive additional safeguarding / child protection training as part of their induction programme
- At least one member of every appointments panel will have undertaken Safer Recruitment training (statutory requirement).
- Safeguarding training records are maintained and updated by the Safeguarding Lead and Safeguarding Administration Support.

## **6 Role of the Designated Safeguarding Lead. These responsibilities also apply to the Deputies.**

- Recognise how to identify signs of abuse and neglect and when it is appropriate to make a referral to other agencies.
- Refer cases of suspected abuse or allegations to the relevant statutory agencies (Children's Services or the police).
- Act as a source of support, advice and expertise to staff within the educational establishment when deciding whether and when to make a referral to relevant statutory agencies.
- Seek advice from and share information with relevant statutory agencies before seeking consent or informing parents of a referral. Where practicable, concerns should be discussed with the family and agreement sought for a referral to children's services **unless** this may, either by delay or the behavioural response it prompts, place the child at risk of significant harm. Liaise with the principal to inform him or her of any issues and ongoing enquiries under section 47 of the Children Act 1989 and police investigations and ensure there is always cover for this role.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school's safeguarding / child protection policy and procedures, especially new or part-time staff who may work with different educational establishments.
- Ensure all staff have induction training covering child protection and are able to recognise and report any concerns about children's safety and welfare immediately they arise.
- Feedback and reassure staff who have raised a safeguarding / child protection concern.
- Keep detailed, accurate, secure written records of referrals and/or concerns. Work closely with Safeguarding administration support on maintaining these records.
- Obtain access to resources and attend any relevant or refresher training courses.
- Ensure the school's child protection / safeguarding policy and procedures are updated and reviewed annually and work with the governing body and management regarding this.
- Ensure parents / carers can see copies of the Safeguarding Policy and procedures which alerts them to the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- Where students leave, the safeguarding team ensure their safeguarding file is provided for any new establishment as soon as possible but transferred separately from the main pupil file. This is done securely following Greenwich procedures.

## 7. The Roles & Responsibilities of all Staff within School

- All school staff members should be aware of their responsibilities towards Safeguarding. They should also be aware of the role of the Safeguarding Lead.
- All school staff members should be able to identify students who would benefit from 'early help.' Staff must be alert to the signs of abuse and neglect, and when a child is in danger including those students who may be in danger of radicalisation (Appendix 1), so that they are able to identify cases of students who may be in need of help or protection and act accordingly Look / Listen / Link – Appendix 7)
- **All staff working with students are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.**
- **All staff have a responsibility to report and record any concerns regarding individual students.**
- It is the duty of all staff to follow the specific advice in Section 10 (Dealing with a Disclosure) of this policy if a student makes a disclosure to them.
- The above advice should also be followed if a member of staff believes that a student is self-harming or their mental health is at risk.

### The Role of all staff in the Prevention of Extremism – The Prevent Duty

**It is essential that staff at St. Paul's Academy are able to identify students who are vulnerable to radicalisation, and know what to do when they are identified.** The school curriculum, assemblies and discussions with students and their families as well as robust systems for managing and reporting discriminatory incidents aims to address the need to prevent pupils being open to the dangers of extremism. Preventative activities at St. Paul's Academy include:

- Work on community cohesion, tolerance and anti-violence addressed throughout curriculum, assemblies, mentoring, visiting groups and work with outside agencies.
- Strong pastoral systems supported by the Inclusion Panel and mentoring team.
- Mental Health Awareness – Healthy Minds Workshops for all KS3 students / Resilience Programmes for all KS4.
- Open discussion and debate of issues and the law in a supportive environment.
- Critical appraisal of sources / internet resilience / identifying propaganda – relevant for all subjects but especially when using the internet for research.
- Ongoing anti-bullying work through workshops via mentors e.g. non violent responses
- Rewarding positive behaviour
- Strong links with the police
- Work on safety, risk and crime prevention, including e-safety
- Positive in and out of school hours extra-curricular programmes e.g. Cadets / XLP
- Sign posting to youth clubs, enrichment activities and holiday programmes
- Engagement with parents and carers to ensure consistent messages between home and school.

Concerns in this area of safeguarding are reported to the safeguarding lead. If s/he assesses that a student is at imminent risk of harm s/he will contact the child protection duty line, otherwise s/he will

follow the local procedure for reporting concerns.

If terrorist activity is suspected, the police or the anti-terrorist hotline will be contacted immediately on 0800 789 321. See *Appendix 1 'Indicators of Radicalisation.'*

## 8 Royal Greenwich Early Help Guidance

The **Royal Greenwich Early Help Guidance** and the **Prevention Strategy** sets out arrangements for working together build resilience, prevent and protect from harm. Early help is key to success of the strategy in improving outcomes for our children and young people and working together is the key to the success of early help:

[www.greenwichsafeguardingchildren.org.uk](http://www.greenwichsafeguardingchildren.org.uk)

## 9 When to be concerned

All staff and volunteers must be aware that the main categories of abuse are:

- Neglect
- Physical abuse
- Sexual abuse
- Emotional abuse

As above, all staff and volunteers must act in accordance with this policy if a student presents with indicators of abuse (*see Appendix 1- Indicators of Abuse & Neglect, Appendix 7 – Look / Listen / Link* ).

## 10 Dealing with a Disclosure

It is not a member of staff's role to seek disclosure. All staff should recognise that a disclosure may come directly from the student, or from a third party, e.g. friend, neighbour, other family member. Alternatively, it may be through the suspicion of staff based on a variety of symptoms and knowledge of possible indicators of abuse. All staff must take seriously any disclosures made to them and provide reassurance to the discloser through their responses and behaviour. It is recognised that a student may disclose sensitive information at any time of the day, and in particular this may occur outside of normal lesson time, e.g. break periods or during before/after school sessions. It is therefore important that all staff members are aware of the signs and behaviour which may indicate abuse (*see section 9 and Appendix 1 – Indicators of Abuse and Neglect*).

**In the event of a disclosure, the following procedures MUST be followed.**

If a student discloses that he or she has been abused in some way the member of staff should:

- Find time and, if necessary, a suitable place to listen to the student, when information about possible abuse comes to light
- Listen to what is being said without displaying shock or disbelief
- Do not make promises which may not be able to be fulfilled and do not promise confidentiality

- Allow the student to talk freely. Do not cross examine, interview, probe or ask to see any injury that is not visible. Listen, only asking questions when necessary to clarify. Ask open questions such as “Tell me, and How did that happen”
- Do not criticise the alleged perpetrator
- Reassure the student that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Explain what has to be done next and who has to be told
- Find out just enough to be sure of the need to refer, and keep any questions open rather than closed
- Make records that are factual, accurate and relevant and avoid subjective judgements. It is not the school's responsibility to 'check out' what any child tells nor should any abuser be questioned.
- Speak with the Safeguarding lead (Kim) or one of the safeguarding team and provide him/her with the signed, dated written record, using the agreed school proforma (see Appendix 2) , without delay. **It is advisable to complete this document with Kim or one of the safeguarding team.** Sign and date the record of disclosure.

The same approach to receiving a disclosure must be taken if the discloser is not the allegedly abused child but another child or an adult.

### **Referrals**

The safeguarding team may decide to make a referral to Children’s Service following a disclosure.

**It is worth noting that we are the referrer, not an investigative agency for child protection matters. An incident may eventually end up as a court case and children's evidence can all too easily be compromised by leading questions or repeated recital**

When the Safeguarding Team, has been informed, they will make the decision whether or not to refer the concern to Social Care. The Multi Agency Safeguarding Hub (MASH) will be consulted when there is uncertainty about whether to refer.

**Consultation Line Tel- 0208 921 2267 or  
The Greenwich Safeguarding Coordinator for Schools on  
0208 921 4438.**

Referrals will be made as soon as possible by telephone **and the appropriate forms completed and sent at the same time.**

Referrals to Children's Social Care must be made to the Multi Agency Safeguarding Hub (**MASH**) Tel 0208 921 3172 (see contact details below)

**Multi Agency Safeguarding Hub  
Children’s Services’  
Safeguarding and Social Care, 1<sup>st</sup> Floor  
The Woolwich Centre,  
Wellington Street,  
Woolwich SE18 6HQ**

## **11 Confidentiality**

Safeguarding children raises issues of confidentiality that must be clearly understood by all staff / volunteers in school. All staff / volunteers in school have a responsibility to share relevant information about the protection of children with other professionals e.g. health and social care colleagues or the police.

If a child discloses to a member of staff/volunteer and asks that the information is kept secret, it is important that the member of staff / volunteer tells the child in a manner appropriate to the child's age / stage of development that they cannot promise complete confidentiality – instead he/she must explain that he/she may need to pass information to other professionals to help keep the child or other children safe.

Staff / volunteers who receive information about children and their families in the course of their work shall share that information only within appropriate contexts i.e. Safeguarding Lead / Team decide who the information should be shared with.

## **12 Communication with Parents and Carers**

This policy is available on request and is stored on the school website. Parents and carers of new students will be introduced to this policy at induction meetings. Staff will ensure that parents have an understanding of the responsibilities placed on the school and staff for safeguarding children. Parents and Carers will be informed that in certain circumstances there may be a need to contact other agencies without first notifying them. This decision will be made in partnership between Education Services and Social Care. It will be made clear that this is a legal obligation and not a personal decision. Staff will have appropriate discussions with parents prior to involvement of another agency unless to do so would place the student at further risk of harm. Decisions will be made by the Safeguarding Lead in consultation with the representatives from the safeguarding team.

## **13 Record Keeping**

Safeguarding Files, completed forms and records will be kept for the duration of the student's school career and where a student changes school the forms/records will be forwarded to the Safeguarding Lead at the receiving school, following the secure Greenwich procedures. The school will retain a receipt for the records signed by the receiving school.

The information contained will be regarded as confidential. Any request for access to the information by non-Greenwich Safeguarding Children Board Agencies (e.g. Solicitor, investigating agent) will be referred to the Principal / Safeguarding lead who is advised to seek advice from the Greenwich Safeguarding Board before acting.

### **Record keeping at School**

- I. Member of staff sees/hears/ concern
- II. Concern sheet completed, signed and dated
- III. Concern sheet taken to Safeguarding lead
- IV. Concern sheet read and action decided: monitor, speak to parents or inform MASH (If it is a concern for MASH a phone call will be made that day)
- V. Safeguarding team and LZ representatives meet weekly to discuss children whom concerns have come in plus children on concerns list. Notes taken and concerns sent electronically to relevant staff. Concerns are fed back to Inclusion Panel

- VI. All areas of concern covered, eating, health, attendance and cuts and bruises etc
- VII. Written feedback of action taken given to staff member who raised the concern
- VIII. Safeguarding records are stored electronically and securely and paper records are kept in locked cabinets.

#### 14 Dealing with Allegations against School Staff

An allegation is any information which indicates that a member of staff /volunteer may have:

- Behaved in a way that has, or may have, harmed a student
- Possibly committed a criminal offence against or in relation to a student
- Behaved towards a student or students in a way which indicates s/he would pose a risk of harm if they work regularly or closely with children.

This applies to any child the member of staff / volunteer has contact with in their personal, professional or community life.

To reduce the risk of allegations, all staff and volunteers must be aware of safer working practice and must be familiar with the Government document,

***'Guidance for Safer Working Practice for those working with children and young people in education settings' October 2015***

The person to whom an allegation is first reported should take the matter seriously and keep an open mind. S/he should not investigate or ask leading questions if seeking clarification; it is important not to make assumptions. Confidentiality must not be promised and the person must be advised that the concern will be shared on a "need to know" basis only.

Actions to be taken include making an immediate accurate, written record of the allegation using the discloser's words – including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record must be signed, dated and immediately passed to the Principal.

The recipient of an allegation must not unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.

The Principal will not investigate the allegation itself, but in partnership with the Chair of Governors, will assess whether it is necessary to refer the concern to the Local Authority Designated Officer (LADO) for Education, who is Ken Palmer or Henrietta Quartano; contact details are: 0208 921 4438

**Email: [Ken.Palmer@royalgreenwich.gov.uk](mailto:Ken.Palmer@royalgreenwich.gov.uk)**

**Tel: 0208 921 4438**

If the allegation meets any of the three criteria set out in section 14.1 then the Principal should contact the LADO (Education) without delay, and provide the LADO with written confirmation of the allegation.

The Principal shall, as soon as possible, following briefing from the LADO inform the subject of the allegation.

If there is an allegation or concerns raised against the Principal, then the Chair of Governors will be contacted.

In the event of allegations or concerns against the Principal or the Chair of Governors, any member of the safeguarding team will contact the LADO, whose contact details are outlined above.

**NSPCC Whistleblowing helpline 0800 028 0285**

Staff with concerns about how Safeguarding issues are being managed at the academy are encouraged to call the NSPCC Whistleblowing Advice Line. You should call the Whistleblowing Advice Line if:

- your organisation doesn't have clear safeguarding procedures to follow
- you think your concern won't be dealt with properly or may be covered-up
- you've raised a concern but it hasn't been acted upon
- you're worried about being treated unfairly.

You can call about an incident that happened in the past, is happening now or you believe may happen in the future.

0800 028 0285

## **15. E-Safety – Keeping Students safe online**

Students are taught about e-safety and about protecting themselves on-line as part of the curriculum. The school uses LGFL (London Grid for Learning) as its service provider which has robust levels of filtering. For additional protection, the school have invested in specific E-Safe software which monitors the school network including students' browsing history for anything which might cause concern. Daily reports are shared with appropriate personnel. Incidents are dealt with promptly by the safeguarding, pastoral and mentoring teams.

Parents are also advised about E-Safety as part of the Y7 induction programme and reminded at curriculum and parent consultation evenings. Parents are contacted when there are any concerns about vulnerability of their child online or about a child's lack of awareness in appropriate use of the internet or social media. If it is considered that a child is at risk of harm as a result of their on-line presence or use then this should be reported to the Safeguarding lead who will follow the procedures described in this policy. This includes any suspicion of use of sites by pupils which promote extremist views or other harmful practices. ***See Appendix 6 – Keeping Your Child Safe Online. A guide for Parents***

## **16. Visitors**

St. Paul's Academy takes all practicable steps to ensure that the school premises are as secure as circumstances permit. Visitors to the school are asked to sign in to the Visitors' book. Badges are produced and visitors to the school wear the badge at all times. Any visitor who does not have an enhanced DBS check (including contractors for premises work) is accompanied by a member of school staff at all times. Visitors should be given a leaflet which outlines school Safeguarding Procedures.

## **17. Monitoring & Evaluation**

The responsibility for ensuring that the Safeguarding Policy and procedures are in place, available to parents and reviewed annually lies with the Governing Body.

This policy will be reviewed in line with the timescale and details set out on the front cover.

This policy is due for review in January 2018.

## **APPENDIX 1: Types and Indicators of Abuse & Neglect**

**NB. This guidance is provided as a useful reminder of the types and indicators of abuse but should always be considered within the context of a comprehensive training programme and not as a substitute for more in depth consideration**

There are four categories of abuse, which may result in a child being placed on the Child Protection Register. They are:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect

### **Definitions of child abuse**

'Child Abuse and neglect' is a generic term encompassing all ill treatment of children including serious physical and sexual assaults as well as cases where the standard of care does not adequately support the child's health or development. Children may be abused or neglected through the infliction of harm or through the failure to act to prevent harm. Abuse can occur in a family, an institutional or community setting. The perpetrator may be known or not known to the child. There are 4 broad categories of abuse which are used for the purposes of registration. These categories overlap and an abused child may suffer more than one type of abuse. Child Abuse can also happen between children: peer on peer abuse features physical, emotional, sexual and financial abuse of young people by their peers

#### **1. Physical Abuse**

Physical abuse may take many forms e.g. hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child. It may also be caused when a parent or carer feigns the symptoms or deliberately causes ill health to a child (now described as 'fabricated or induced illness').

#### **2. Emotional Abuse**

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent effects on the child's emotional development, and may involve:

- Conveying to the child that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person
- Imposing developmentally inappropriate expectations
- Causing children to feel frightened or in danger e.g. witnessing domestic violence
- Exploitation or corruption of children. Some level of emotional abuse is involved in most types of ill treatment of children, though emotional abuse may occur alone.

#### **3. Sexual Abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening and includes penetrative (i.e. vaginal or anal rape or buggery) and non-penetrative acts. It may also include non-contact activities, such as involving children in looking at, or in the production of pornographic materials, watching sexual activities or encouraging children to behave in sexually inappropriate ways. Sexual abuse can also happen between children and is known as peer-on-peer abuse.

#### **4. Neglect**

Neglect involves 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 and development. This may involve failure to provide adequate food, shelter or clothing; failure to protect from physical harm or danger or failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

#### **DIFFERENT FORMS of ABUSE**

##### **Female genital mutilation (FGM) Physical and Emotional**

Female genital mutilation (FGM) is the partial or total removal of a girl's external genitals. Her body is physically damaged when the healthy tissue of her genitals are cut away. There are no health benefits to FGM. Complex cultural and social reasons are often given about why it is practiced. FGM has harmful effects on the health and wellbeing of a woman throughout her life and contravenes human, women's and child rights.

There is a mandatory duty upon teachers, along with social workers and health care professionals to report to the police where they discover (either through the victim or visual evidence) that FGM has been carried out on a girl under 18. It is the duty of all members of staff to report suspicions that FGM may have taken place to the Safeguarding Lead.

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

Child sexual exploitation (CSE) is a form of sexual abuse that involves the manipulation and/or coercion of young people under the age of 18 into sexual activity in exchange for things such as money, gifts, accommodation, affection or status. The manipulation or 'grooming' process involves befriending children, gaining their trust, sometimes over a long period of time, before the abuse begins. The abusive relationship between victim and perpetrator involves an imbalance of power which limits the victim's options. It is a form of abuse which is often misunderstood by victims and outsiders as consensual. Although it is true that the victim can be tricked into believing they are in a loving relationship, no child under the age of 18 can ever consent to being abused or exploited.

##### **Peer on Peer Abuse**

All staff need to be alert to peer on peer abuse. It is important to recognise that children do engage in sexual play and experimenting, which is usually age appropriate. Child sexual abuse is a subject many people find very difficult to talk about. It is important not to criminalise behaviour that is a perfectly normal and healthy part of growing up. However, the idea that children can sexually abuse others is still very hard for us to accept. It is important to understand that abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. The presence of one or more of the following points in situations where there has been sexual activity between children should always trigger some concern:

- There is an age difference of two years or more between the children
- One of the children is significantly more dominant than the other
- One of the children is significantly more vulnerable than the other eg. in terms of disability, confidence, physical strength
- There has been some use of threats, bribes or coercion to secure compliance or to maintain secrecy.

Any peer on peer allegation must be referred to the Safeguarding lead immediately. Advice and guidance will be sought from Greenwich MASH team and where it is clear a crime has been committed or there is a

risk of crime being committed the Police will be contacted. Peer on Peer abuse can include sexting, physical, emotional or financial abuse. Further guidance is available from CEOP.

### **Private fostering**

Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer, for 28 days or more. Close relatives are defined as stepparents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity). To help keep children safe and support families, all parents and private foster carers must notify the Local Authority of care arrangements for children so they can ensure a child is well cared for. If you suspect a child may be being privately fostered without formal arrangement it is important you share this information in case a child is at risk of harm.

### **Extremist ideology, radicalisation and terrorism**

Children and young people can suffer harm when exposed to an extremist ideology which may be social, political or religious in presentation. This harm can range from a child adopting or complying with extreme views which limits their social interaction and full engagement with their education, to children being groomed for involvement in violent actions.

Children can be exposed to harmful, extremist ideology through the impact of extreme beliefs held by relatives/family friends who live with the child, or relatives/family friends who live outside the family home but have influence over the child's life. Older children or young people might self-radicalise over the internet or through the influence of their peer network - in this instance their parents might not know about this or feel powerless to stop their child's radicalisation.

## **INDICATORS of ABUSE & NEGLECT**

### **Indicators of Neglect**

Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Destructive tendencies
- Low self esteem
- Neurotic behaviour
- No social relationships
- Running away
- Compulsive stealing or scavenging

### **Indicators of Sexual Abuse including peer on peer abuse**

Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused:

- Sudden changes in behaviour or in school performance

- Displays of affection in a sexual way, inappropriate to age
- Tendency to cling or need reassurance
- Regression to younger behaviour e.g. thumb sucking, acting like a baby, playing with discarded toys
- Complaints of genital itching or pain, or anal pain
- Distrust of a familiar adult, or anxiety about being left with a relative, babysitter or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Apparent secrecy
- Bedwetting, daytime wetting and/or soiling
- Sleep disturbances, nightmares
- Chronic illness, e.g. throat infection, venereal disease or other STD \* Anorexia, bulimia
- Unexplained pregnancy
- Fear of undressing, e.g. for sport
- Phobias or panic attacks

### **Indicators of Emotional Abuse**

Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused:

- Physical and/or mental and/or emotional development lags
- Admission of punishment that appears excessive
- Over-reaction to mistakes
- Continual self-deprecation
- Sudden speech disorders
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour e.g. thumb sucking, hair twisting, rocking
- Self-mutilation
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Running away
- Compulsive stealing or scavenging

### **Indicators of Physical Abuse**

Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused:

- Unexplained injuries including burns, particularly if they are recurrent
- Improbably excuses given to explain injuries
- Refusal to discuss injuries
- Untreated injuries
- Admission of punishment which seems excessive
- Bald patches
- Withdrawal from physical contact
- Arms and legs covered, even in hot weather
- Fear of returning home

- Fear of medical help
- Self-destructive tendencies
- Aggression towards others
- Running away

### **Indicators of Female genital mutilation (FGM)**

- Holiday requests made to school for significant lengths of time to practising country (Pre warning)
- Long periods of time away from the classroom during the day with bladder or menstrual problems
- Difficulty walking, sitting or standing
- Prolonged absences from school
- Child talks about 'becoming a woman' or is going to have a 'special celebration'
- Noticeable behaviour changes
- Withdrawal
- Depression
- Recurrent Urinary Tract Infections (UTI) or complaints of abdominal pain
- Avoidance of PE

### **Indicators of Child Sexual Exploitation (CSE)**

- Inappropriate sexual or sexualised behaviour
- Repeat sexually transmitted infections
- Having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- Going to hotels or other unusual locations to meet friends
- Getting in/out of different cars driven by unknown adults
- Going missing from home or care
- Having older friends, boyfriends or girlfriends
- Associating with other young people involved in sexual exploitation
- Truancy, exclusion, disengagement with school, opting out of education altogether
- Unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- Drug or alcohol misuse
- Getting involved in crime
- Injuries from physical assault, physical restraint, sexual assault

### **Indicators of Radicalisation**

There is no such thing as a 'typical extremist' and those involved in extremism come from a range of backgrounds and experiences. The following indicators have been provided to support professionals to understand and identify factors that may suggest a young person may be vulnerable to or be involved with extremism.

### **Indicators of Vulnerability to Radicalisation**

- Identity Crisis - Distance from cultural/religious heritage and uncomfortable with their place in the society around them
- Personal Crisis – Family tensions; sense of isolation; adolescence; low self-esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging
- Personal Circumstances – Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by

- personal experience of racism or discrimination or aspects of Government policy
- Unmet Aspirations – Perceptions of injustice; feeling of failure; rejection of civic life
- Criminality – Experiences of imprisonment; poor resettlement/reintegration, previous involvement with criminal groups

### **Critical risk indicators**

Students may

- Use extremist narratives and global ideology to explain personal disadvantage.
- Access violent extremist websites, especially those with a social network element.
- Experience a high level of social isolation resulting in issues of identity crisis and/or personal crisis.
- Justify use of violence to solve societal issues
- Have some SEN – poor social interaction, lack of empathy or understanding of consequences
- Possess or access violent or extremist literature
- Present with significant changes in appearance or behaviour
- Join or seek to join an extremist organisation

**PLEASE GIVE CAREFUL CONSIDERATION TO THE FOLLOWING -**

### **REASONS WHY SOME YOUNG PEOPLE MAY NOT REPORT ABUSE**

- The child asks you to keep silent – keep a secret
- Fear of breaking up the family
- Fear of exposing the child to further abuse
- Fear of breaking a trusting relationship with child/family
- Painful memories of your own abusive experiences
- Fear of reprisals to yourself/your children/family
- Fear of presenting evidence in court
- Afraid of misinterpreting or overreacting to the situation
- Assuming another agency is dealing with the problem
- The 'rule of optimism' – everything will work out OK
- Assuming one parent/carer will protect
- Believing the child is fantasising/lying
- Being persuaded by the child's retraction
- Allowing a temporary improvement in the child's situation to distract you from the reality of continuing abuse
- Being unable to comprehend the unbelievable nature of the disclosure
- Not understanding procedures

### **WHY CHILDREN CAN'T TELL ABOUT ABUSE**

- Threats from abuse – withdrawal of 'favours' or physical threats – may be implicit derived from abuse of power
- Threats from peers also involved in abuse
- May think s/he is to blame and fear arrest
- Fear the loss of the child's world – family, school etc.
- May be emotionally dependent on abuser
- May have compartmentalised abuse

- Thinks won't be believed
- Low sense of self-esteem makes disclosure difficult
- May not realise sexual abuse is a crime – thinks its normal
- May not wish to betray abuser
- May fear exposure and particularly public exposure
- May be ambivalent about sexual identity or feel guilt about taking part in abuse
- Lack of faith in justice system particularly for children with disabilities and from ethnic minorities
- Hasn't got adult permission to tell
- Lack of appropriate language skills

#### **WHY REFER?**

- Children have the right to be safe
- Adults have a responsibility to protect children
- Abuse is damaging
- Child abuse exists in a world of secrecy and silence – the cycle of abuse has to be broken
- You only have one small piece of a jigsaw
- Children rarely lie about abuse
- An abuser may well have many other children who also have a right to protection

#### **MAKING A DECISION about a Child – Decisions MUST be made with the Safeguarding Lead**

- What are the risks to the child?
- Has there been a check on these risks with others working with the child?
- Are the risks worth taking now?
- What will be the gain to the child of doing nothing?
- What will be the loss to the child of doing nothing?
- Has there been careful consideration regarding how the losses and gains might alter the time it takes for the interventions to work?
- Will other children be affected?

#### **Personal Context**

- Do the safeguarding team have the necessary information?
- Might something be missing in the current hypothesis of the case?
- Do any observations/assessments not fit into the hypotheses?
- What is the agreed feeling for or against the parent or carer or the child?
- Is there someone who is suitably qualified to advise on making the final decision to refer?

#### **The Action**

- What action should be taken?
- Who will take the action?
- Are there any other resources to be used?
- How will the actions and risks be reviewed?
- How will success or failure be recognised?
- Are relevant professionals aware of and in agreement with the actions?
- Is the parent or carer aware of and in agreement with the action?



## St. Paul's Academy School Concern Form

Please complete this form if you have any concerns about a pupil.  
(Pastoral, Medical or Safeguarding)

|  |  |     |  |
|--|--|-----|--|
| Pupil Name   |  |     |  |
| Day and Date   |  | DoB |  |
| Member(s) of staff noting concern<br>With Kim Nicholas |  |     |  |

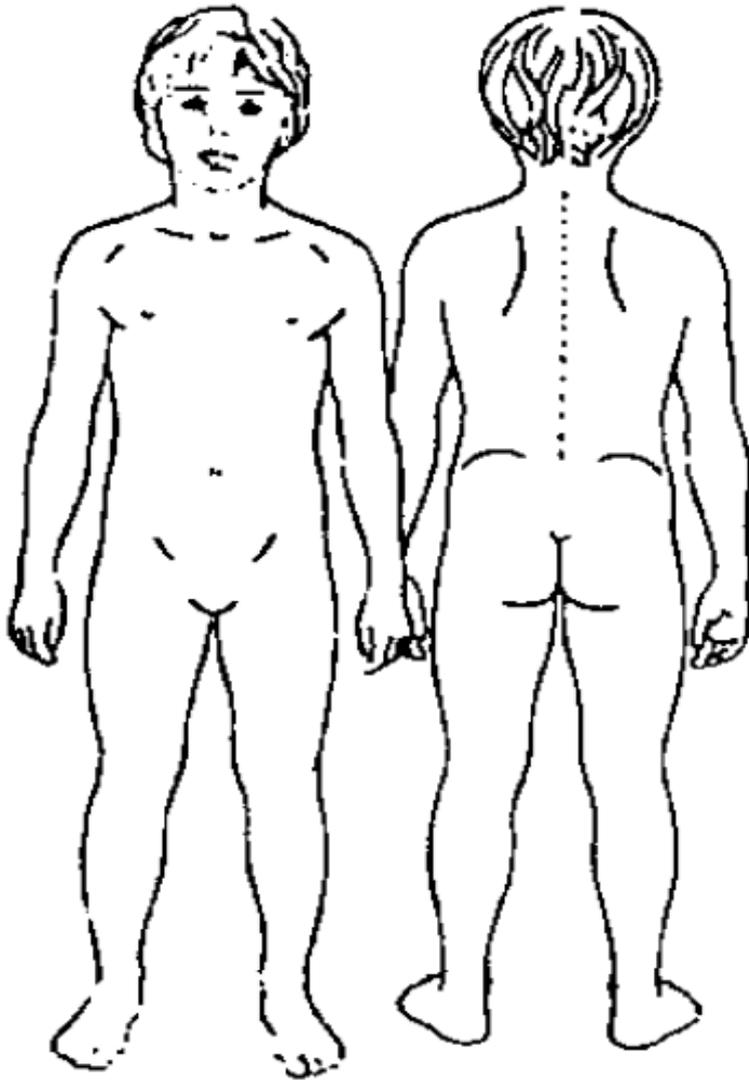
Concern (Please describe as fully as possible)

| Actions Taken |                      |        |
|---------------|----------------------|--------|
| Date          | Person taking action | Action |
|               |                      |        |

Please pass this form to the Designated Safeguarding Lead when completed



**APPENDIX 3: Body Map**



Child's Name: ..... Date: .....

**APPENDIX 4: Keeping Children Safe in Education (Summary Document)**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/354151/Keeping\\_children\\_safe\\_in\\_education\\_Information\\_for\\_staff.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/354151/Keeping_children_safe_in_education_Information_for_staff.pdf)

**APPENDIX 5: Greenwich Referral Form**

<https://ex2007.lgflmail.org/owa/attachment.ashx?attach=1&id=RgAAAAC5a7FkUJcEQ633cA9DCWuCBwB5gkjjg6CAS7BO%2fzT2ieZ1ARIUJX2iAAA7A7bIVY4bToRI%2f5Zid90xANhM%2fMcfAAAJ&attid0=EABtHS0kvk62RKQsipePYuMq&attcnt=1>

**Associated Policies**

**Medical**

**E-safety – to be updated**

**Behaviour Management – to be updated**

**Whistleblowing**

**Staff Code of Conduct - see Safer Working Practice Document**

**Inclusion/ SEND Policy**

**Intimate Care Policy**

**Moving & Handling Policy**

**Health & Safety Policy**

## **Appendix 6: Advice for Parents and Carers on Keeping Children Safe whilst online**

Using the internet, mobile phones, games consoles and other smart devices are now an everyday part of our children's lives. Whilst the internet can be of great benefit to you and your family, you do need to be aware of the risks and follow guidance on keeping your child safe online.

### **Understanding the Internet**

You may feel that your child knows more about the internet than you do. To keep your child safe, it is important to understand the internet, how your child uses it and the terminology used on the internet. Your child may be able to show you how things work. You can access help at your local library or attend classes at your local college or community centre.

### **What are the Risks?**

Accessing the internet and/or using mobile phones/smart devices can put your child at risk of

- Seeing disturbing information or images
- Being the victim of online bullying (cyber bullying)
- Being contacted and manipulated by an adult for sexual purposes (grooming)
- Sharing personal and identifying information with strangers
- Sending or receiving sexually explicit films, images or messages of themselves or others (sexting)

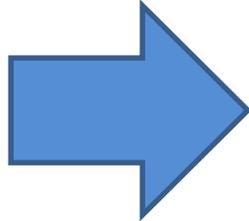
### **Keeping your Child Safe**

To help keep your child safe online

- ✓ **Talk to your child about the dangers of using the internet**
- ✓ **Tell them what they should do if they become worried or concerned.**
- ✓ **Explain that anything shared online or by mobile phone could end up being seen by anyone.**
- ✓ **Understand how your child uses the internet and know which websites they visit.**
- ✓ **Ensure that your child uses a computer or device where the whole family can see, not out of sight in a bedroom.**
- ✓ **Use filtering software on PCs and mobile devices to block inappropriate sites.**
- ✓ **Encourage your child to use websites such as - Childline, CEOP and ThinkUKnow for advice and guidance on safe use of the internet.**
- ✓ **Ensure that you are aware of and talk to your child about the terms and conditions of using Social Media websites such as Facebook and Twitter e.g. the minimum ages to use these sites is 13.**

## **CONCERNED ABOUT A STUDENT?**

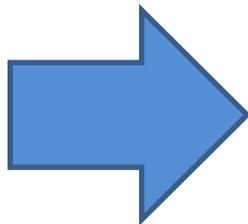
### **LOOK**



**Be aware of signs that a student may be at risk**

**Observe the student for changes in behaviour**

### **LISTEN**

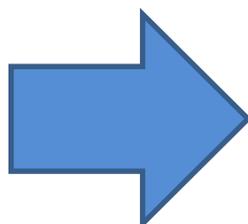


**Do not seek a disclosure from the student**

**Allow the student to talk if they identify you as a confidante**

**Ask open questions / Reassure / Do not give advice**

### **LINK**



**Link the student with Inclusion team / mentors**

**APPENDIX 8: LADO flow chart**

