

St. Edmund's School Safeguarding policy

This policy must be read in conjunction with DfE publication 'Keeping Children Safe in Education (Part 1)' dated July 2015.

St. Edmund's is committed to safeguarding and promoting the safety and welfare of every child at the school. The school aims to provide an environment in which children feel secure, their viewpoints are valued, they are encouraged to talk and are listened to. This policy is available to parents via the school website and a hard copy can be made available to parents upon request. This policy is linked to the school's 'Anti-Bullying', 'Behaviour', 'Recruitment' and 'whistleblowing' policies as well as the Staff Behaviour Policy.

Through PSHE, circle-time, lectures and IT lessons, the children are encouraged to stay safe and taught how to do so both in the real and digital world.

All children have a right to be protected. Child abuse is no respecter of class or wealth. People who abuse children can be from any section of society, often appearing quite ordinary, respectable and caring. This makes it very difficult for the children they abuse to be believed. Teachers and other school staff are particularly well placed to observe outward signs of abuse, changes in behaviour and failure to develop because they have daily contact with the children. The school recognises its important roles in the early recognition of the signs and symptoms of abuse or neglect and the appropriate referral process.

This policy serves to minimise harm, or risk of harm, and to specify action in clear procedures of which all staff are made fully aware. All staff have a responsibility to ensure that children in their care are not harmed. The following policy follows BSA, IAPS and Surrey CC Social Services guidelines.

Whilst the LDCPO is the school's safeguarding officer (supported by three Deputy Safeguarding Leads identified below), Safeguarding of the children in our care is the responsibility of all staff (Full-time, part time or peripatetic) and any parent volunteers working in the school. Whilst Safeguarding concerns should normally be passed through the LDCPO, **anyone** can make a referral to Children's services subsequently notifying the LDCPO.

The purpose of this policy is:

- To inform all staff, parents and governors about the school's responsibilities
- To enable everyone to have a clear understanding of how these responsibilities should be carried out
- To ensure that the school's procedures are consistent with those of Surrey County Council.

The Policy is reviewed regularly and updated and amended as necessary. The LDCPO carries out Inset training relating to this policy for ALL staff and volunteers in September **each** year and discusses the policy with all new members of staff and volunteers as they arrive during the course of the year. All peripatetic Learning support, music and sports staff and parent librarians are required to read and sign a copy of this policy each year to confirm that they understand and agree to comply with it. Once every three years, Babcock4S run the three hour 'Working together' training Inset for all staff.

The Policy covers all types of abuse:

- Physical injury
- Physical and Emotional neglect
- Forced marriages [FM]
- Extremism
- Radicalisation
- Honour based violence
- Sexual (Including sexual exploitation and female genital mutilation [FGM]).
- It also takes into consideration that abuse can be from children's peers and not just from adults.

More detail relating to each of these can be found in appendix I at the end of this policy.

Where boarders are referred to, it includes all children who are accommodated at the school i.e. overnight accommodation of non-boarders. The Policy extends to accommodation the school arranges off site i.e. activity weekends.

Designated Teacher for Child Welfare and Protection

Mr Toby Wright, the Deputy Head Pastoral, is the Lead Designated Child Protection Officer (LDCPO) and is the member of staff designated to take specific responsibility for child protection matters in the school including the EYFS. All matters related to Child Welfare and Protection should be discussed with the LDCPO. In the absence of the LDCPO from school, immediate concerns should be raised with either Mr Hywel Bowen-Perkins (Deputy Head seniors), Miss Cathy Morley (Head of EYFS) or Mrs Karen Bailey (Head of EYFS from September 16) who are all trained CPOs. Under no circumstances should staff discuss these issues with any other adult or child. The LDCPO is responsible for:

- Holding the school's copy of the current Surrey Child Protection Procedures and being fully conversant with these procedures
- Reporting a disclosure or suspicion of abuse to Surrey CC within 24 hours either by a written referral or, in the case of urgent referral, by telephone (Surrey CC Contact Centre Children's team 0300 200 1006)
- Briefing the school staff (boarding and teaching) on the relevant contents of the guidance and procedures the school should follow as specified in this document – including the briefing of new staff as part of their induction at the school.
- Ensuring the procedures are followed at the school
- Ensuring that appropriate training and support are given to the Headmaster and all staff, including volunteers and that such training is updated every three years (every two years in the case of the Designated Teacher)
- Ensuring that a full risk assessment is completed if a member of staff needs to start before their CRB check has been completed and that adequate supervision arrangements are made if necessary
- Ensuring that the Chairman of Governors is kept informed of any concerns
- Developing effective working relationships with other agencies and services
- Receiving reports of alleged or suspected abuse within the school, or reported by a pupil relating to incidents at home or outside the school
- Deciding whether to take further action about specific concerns (eg refer to Social Services)
- Liaising with Social Services department
- Ensuring that accurate records relating to individuals are kept in a secure place and marked "Strictly Confidential"
- Submitting reports to and attending Child Protection conferences
- Ensuring the school effectively monitors children who have been identified as "at risk"
- Providing guidance to parents, children and staff about obtaining suitable help
- Ensuring that any deficiencies or weaknesses in child protection arrangements are remedied without delay
- Ensuring that the school's governing body undertake an annual review of the school's child protection policies and procedures and the efficiency with which the related duties have been discharged
- Taking the lead responsibility for safeguarding children within the Early Years Foundation Stage (EYFS) and informing OFSTED as soon as is reasonably practicable, and within fourteen days, of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegation
- Reporting to the Disclosure and Barring Service (DBS) within one month of leaving the school any person whose services are no longer used because he or she is considered unsuitable to work with children. The Headmaster will deputise in the Designated Teacher's absence.

MINIMISING RISK

Minimising risk for Staff

All staff should be aware of the risks of abuse (by adults and other young people) and should take steps to reduce those risks.

- Never think that abuse is impossible in your school, or that an accusation against someone you know well and trust is bound to be wrong
- Never blur the line between professional and personal life. This needs special attention in a boarding school where we live together and spend large amounts of time together
- All staff will have a Police Check. Upon staff recruitment, a specific request to referees as to the candidate's suitability to work in a boarding environment will be included.

Staff need to be aware of how they interact with pupils. The current climate of suspicion with regard to child abuse poses dilemmas for caring adults. This is particularly true in boarding schools like St. Edmund's, where a pride is taken in fostering a family atmosphere. In order to protect children from abuse, and staff from suspicions of abuse, the natural inclination to comfort and reassure children through physical contact has to be restrained by a considered assessment of the situation. Physical contact with pupils becomes increasingly open to question as pupils reach and go through adolescence, and staff should be aware that even innocent, well-intentioned physical contact can sometimes be misconstrued.

This does not mean that physical contact is never permissible, but there must be limits, and contact outside of these limits must be justified if necessary. Limits will vary according to the age of the child and the role of the member of staff. The most recent guidance (Use of Reasonable Force, DfE July 2011) states:

- 9(i) It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.
- (ii) Examples of where touching a pupil might be proper or necessary
- a. Holding the hand of a child at the front/back of the line when going to assembly or when walking together around school;
 - b. When comforting a distressed pupil;
 - c. When a pupil is being congratulated or praised;
 - d. To demonstrate how to use a musical instrument;
 - e. To demonstrate exercises or techniques during PE lessons or sports coaching;
 - f. To give first aid.

The following guidance is offered as a starting point for further development through staff training:

- Try as far as possible to avoid being alone in a room with a child
- Where one to one teaching/counselling needs to occur, try to leave door open or arrange to be within earshot or vision of others.
- Excursions out of the school, especially residential excursions should have a sufficient number of adults to provide proper supervision
- In cases where it has not been possible to carry out police checks on staff, avoid being alone with a child
- Restraint should only be used where necessary to prevent children at imminent risk of harming themselves or others or inflicting damage to property. Colleagues should be summoned where possible to be present to witness or assist. (See Policy on the use of Force to Control or Restrain pupils)
- Demeaning or salacious remarks should never be made to or in the presence of children. Remarks about a child's physical characteristics or development could fall into this category.

- Share any concerns with the Child Protection Designated Teacher, if you suspect that a child is becoming inappropriately attached to you or to another member of staff or voluntary helper
- Avoid in engaging in electronic communications with a pupil or, if such contact is unavoidable, exercise great care to ensure that the communication is entirely appropriate at all times
- At no time should staff use their own camera/phone to capture images or video of any of the children in our care. If photos of some activity in which the pupils are engaged are to be taken for marketing purposes, these must be recorded on a school camera and any images taken should not be stored by staff privately but passed back to the marketing manager.

Use of technology within the EYFS setting.

The EYFS computers are password protected. All records stored on the school software are password protected and only accessed by appropriate staff. Children do not have internet access unless supervised with an adult. The computers have regularly updated virus protection. Any usb sticks used for transferring documents or photos for EYFS are kept in a locked drawer and no information is stored permanently on any memory cards. EYFS cameras and tablets will be kept out of sight in a cupboard or drawer in rooms when not in use. Any EYFS information stored on laptops for nursery or school business does not contain photographs of children and is never of a sensitive nature. It is deleted when no longer needed.

Use of mobile phones, Tablets, cameras and computers within the EYFS

- All staff, students, volunteers, parents and visitors are made aware of our procedures around use of mobile phones, cameras, Tablets and computers.
- Mobile phones are not permitted when with the children or during working hours.
- Staff may use only the nursery cameras, Tablets and memory cards for taking photos of children within the EYFS to record events/development and use in displays. These are downloaded on to the EYFS computers, deleted from the camera or Tablet and these remain securely in the EYFS rooms.
- Photos of children are regularly deleted and the EYFS computers which are password protected.
- Written permission is sought from each parent regarding the uses of photos of their child
- Children's photos may be sent via e mail to parents. Where the photo includes more than one child, permission will be sought from the other parents before sending the photos home.
- All records stored on the School software programme are password protected and only accessed by appropriate staff
- Children do not have internet access unless supervised by an adult.
- Staff may use the internet on the EYFS computers for any appropriate nursery or school related business. There must be no use of offensive or indecent material from any website. Staff must also have regard for copyright restrictions that may apply.
- Any member of staff found to be accessing inappropriate sites or misusing the computer will be subject to disciplinary action.
- Staff will not use photos or be involved in any discussion regarding children or the nursery on any social networking site or site in the public domain such as Facebook, Twitter, instagram etc.

Minimising risk for Pupils

Children and young adults often tell other people, rather than staff and adults, about abuse. Prefects are to be made aware of how to respond if they are told of abuse or suspected abuse.

- All children are reminded each term that St. Edmund's is a listening and caring community, and directed towards notices stating what a child can do if they are upset or have a worry.
- All pupils should know the school policy on bullying
- Discuss with the pupils issues such as the times of day or week, locations in school that are high risk for bullying/illicit activities
- Use PSHE to help cover these issues

School Procedures

- If any member of staff is concerned about a child s/he must inform the Designated Teacher
- The member of staff must record information regarding concerns on the same day
- The Designated Teacher will decide the appropriate action, including whether the concerns should be referred to the Surrey CC. If it is decided to make a referral to Surrey CC, this will be done without prior discussion with the parents
- If a referral is made to Surrey CC, the Designated Teacher will make a written or telephone referral within 24 hours.
- Particular attention will be paid to the attendance and development of any child who has been identified as “at risk” or who has been placed on the Child Protection Register
- If a pupil who is known to be on the Child Protection Register changes school, the Designated Teacher will inform the social worker responsible for the case and transfer the appropriate records to the receiving school
- If a member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the Headteacher and/ or to the DSL. If the matter is urgent then Surrey 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).

When to be concerned

Staff should be concerned about a pupil if s/he:

- Has an injury which is not typical of the bumps and scrapes normally associated with children’s injuries
- Regularly has unexplained injuries
- Frequently has injuries (even when reasonable explanations are given)
- Gives confused or conflicting explanations on how injuries were sustained
- Exhibits significant changes in behaviour, performance or attitude
- Indulges in sexual behaviour which is unusually explicit and/or in appropriate to his/her age
- Discloses an experience in which s/he may have been significantly harmed

ACTION

Early intervention if you suspect, or are told of abuse is crucial. If a child chooses to disclose to you, you should try to follow the 13 point guide outlined below:

1. Always stop and listen straight away to someone who wants to tell you about incidents or suspicions of abuse. Do not display shock or disbelief.
2. Reassure the child but do not give a guarantee that you will keep what is said confidential or secret. You have a responsibility to tell the right people to protect the child. Explain that you need to tell the people who can sort it out, but that you will only tell people who absolutely have to know.
3. Accept what is being said
4. Allow the child to talk freely
5. Write brief notes of what they are telling you while they are speaking (or as soon as possible afterwards). Keep these notes (it’s what you wrote at the time that may be important later, not a tidier, improved version of it.)
6. Reassure the child that what has happened is not his/her fault.
7. Stress that it was the right thing to tell.
8. Don’t ask leading questions that might give your own ideas of what might have happened (e.g. “did he do X to you?” Ask questions like “What do you want to tell me?” or “Is there anything else you want to say?”
9. Do not criticise the alleged perpetrator
10. Tell the child what has to be done next and who has to be told

11. Immediately tell the designated teacher (unless they are themselves accused or suspected of abuse). Do not tell other adults or young people what you have been told.
12. Discuss with the person in charge whether there are any steps that need to be taken to protect the person who has told you about the abuse.
13. Never attempt to carry out an investigation of suspected abuse by interviewing people – Social Services and the Police are trained to do this – you could cause damage and spoil possible criminal proceedings.

Supporting Children

The school and staff understand 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. In these circumstances, the school may provide the only stability in the lives of children who have been abused or who are at risk of harm. A child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Where children are deemed to need additional support, the school will:

- 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.
- 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.

The school would consider suspension of staff without prejudice during any child protection investigation involving them.

The DfE would be informed of any staff member or adult who resigns or is dismissed in circumstances which may render them unsuitable to work with children or young people.

Recovery Plan for Children or Staff

Dealing with a disclosure from a child, and a Child Protection case in general, is likely to be a stressful experience. The member of staff should therefore consider seeking support for him/herself and discuss this with the Designated Teacher.

As every case will be handled with confidentiality (so far as is possible), any child should be able to continue at the school, confident that any incident is not general knowledge. The same will apply for a member of staff in case of resuming work after an accusation. Counselling will be offered and organised.

Record Keeping

When a child has made a disclosure the member of staff should:

- Make brief notes during or as soon as possible after the conversation
- Not destroy the original notes in case they are needed by a court
- Record the date, time, place
- Record any noticeable non-verbal behaviour and the words used by the child
- Draw a diagram to indicate the position of any bruising or other injury
- Record statements and observations rather than interpretations or assumptions
- Remember never to ask leading questions and never try to interview people

Confidentiality

If a child confides in a member and requests that the information is kept secret, it is important that the member of staff tells the child sensitively, that s/he has a responsibility to refer cases of alleged abuse to the appropriate agencies for the child's sake. Within that context, the child should, however, be assured that the matter will be disclosed only to people who need to know about it. Staff who receive information about children and their families in the course of their work, should share that information only within appropriate professional contexts. Child Protection records should be kept securely locked

Allegations involving School Staff

If a child, or parent makes an allegation against a member of staff or volunteer, the person receiving the information must take it seriously and immediately inform the **Headmaster** without discussing the matter with the person against whom the allegation has been made or with any other person. Any member of staff who has reason to suspect that a pupil may have been abused by another member of staff, either at school or elsewhere, must immediately inform the **Headmaster** or in his absence the Chairman of Governors without discussing the matter with the person concerned or with any other person. He or she should also make a record of the concerns including a note of anyone else who witnessed the incident or allegation. This includes the situation where an allegation is made against the LDCPO or any of the deputy safeguarding officers.

If the concerns are about the Headmaster, the matter must be referred directly to the **Chairman of Governors** without informing the headmaster.

The Headmaster/Chairman of Governors will not investigate the allegation itself, or take written or detailed statements, but will refer it to/take advice from the Local authority designated officer (LADO) straight away. The LADO team at Surrey County Council can be contacted by calling 0300 200 1006.

Where an allegation is made against a member of staff who resides in school accommodation, including the boarding house, and where that member of staff is suspended pending an investigation of a child protection nature, the school may require that member of staff and his/her family to vacate the school accommodation until such time as the investigation and any subsequent action is complete.

A referral will be considered to the National College for Teaching and Leadership where a teacher has been dismissed (or would have been dismissed if he/she not resigned) and a prohibition order may be appropriate. Reasons for such an order might be "unacceptable professional conduct", "conduct that may bring the profession into disrepute" or a "conviction, at any time, for a relevant offence."

In the case of serious harm, the police should be informed from the outset.

Policy on the Use of Force or Control to Restrain Pupils

Section 550A of the Education Act 1996 clarified the powers of teachers and other staff who have lawful control of pupils, to use reasonable force to prevent pupils from doing, or continuing to do, any of the following:

- Committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility)
- Injuring themselves or others
- Causing damage to property (including the pupil's own property)
- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere.

The most recent guidance (Use of Reasonable Force, DfE, July 2011) states the following:

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder
- in a school, force is used for two main purposes – to control pupils or to restrain them
- the decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment - it is always unlawful to use force as a punishment.

This provision applies when a teacher, or other authorised person, is on the school premises, and when s/he has lawful control or charge of the pupil concerned elsewhere, e.g. on a field trip or other authorised out of school activity.

The Role of the Governors in respect of Child welfare and protection at St Edmund's

The Governors need to ensure that:

1. there is a CP Policy.
2. the school operates safer recruitment procedures.
3. the school has procedures for dealing with allegations of abuse against staff.
4. a member of the Senior Management Team has LDCPO responsibility.
5. the LDCPO undertakes interagency training and LDCPO training.
6. the Headmaster and all other staff receive safeguarding training at least once every three years.
7. they remedy any weaknesses that they see in CP immediately.
8. they have a Governor nominated in case of allegations against the Headmaster.
9. they review policies and procedures annually.

Further advice on child protection is available from:

NSPCC: <http://www.nspcc.org.uk/>

Childline: <http://www.childline.org.uk/pages/home.aspx>

CEOPSThinkuknow: <https://www.thinkuknow.co.uk/>

Anti-Bullying Alliance: <http://anti-bullyingalliance.org.uk/>

Beat Bullying: <http://www.beatbullying.org/>

Types and signs of abuse and a guide to identifying pupils at risk

NB: where list of possible indicators are provided, these are not meant to be exhaustive of all possibilities

Types of Abuse and Neglect:

Working Together to Safeguard Children defines abuse as a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. A child may be abused by an adult or adults or another child or children.

Part 4 of KCSIE further states that the type of abuse and neglect include:

Abuse and Neglect; Neglect; Physical abuse; Extremism/Radicalisation; Domestic Violence; Drug/alcohol abuse; Emotional abuse; Abuse of Trust; Sexual abuse; Children who sexually abuse; Child Sexual Exploitation; Child exploitation and E-safety; Female Genital Mutilation; Forced Marriages; Safeguarding Disabled Children; Disability and Vulnerability; Vulnerable Groups; Vulnerable Pupils; Children in Need; Children who run away or go missing; and Significant Harm. It should be noted that the bullying of a child whether by an adult or adults or by another child or other children is also potentially abuse.

Indicators of Abuse

Neglect

Definition of neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent, guardian or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. Neglect is a lack of parental care but poverty and lack of information or adequate services can be contributory factors. Far more children are registered to the category of neglect on child protection plans than to the other categories.

Neglect is a difficult form of abuse to recognise and is often seen as less serious than other categories. It is, however, very damaging: children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group. Neglect is often noticed at a stage when it does not pose a risk to the child. The duty to safeguard and promote the welfare of children would suggest that an appropriate intervention or conversation at this early stage can address the issue and prevent a child continuing to suffer until it reaches a point when they are at risk of harm or in significant need. Neglect is often linked to other forms of abuse, so any concerns school staff have should at least be discussed with the designated person/child protection co-ordinator.

Indicators of neglect: The following is a summary of some of the possible indicators that may suggest a child is being abused or is at risk of harm. It is important to recognise that indicators alone cannot confirm whether a child is being abused. Each child should be seen in the context of their family and wider community and a proper assessment carried out by appropriate persons. What is important to keep in mind is that if you feel unsure or concerned, do something about it. Don't keep it to yourself.

Physical indicators of neglect include: constant hunger and stealing food; poor personal hygiene – unkempt, dirty or smelly; being underweight; wearing dress unsuitable for weather; poor state of clothing; illness or injury untreated and looking sad, false smiles.

Behavioural indicators of neglect include: constant tiredness; frequent absence from school or lateness; missing medical appointments; becoming isolated among peers; being frequently unsupervised; stealing or scavenging, especially food and having destructive tendencies.

Emotional Abuse

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

The nature of emotional abuse: Most harm is produced in *low warmth, high criticism* homes, not from single incidents. Emotional abuse is difficult to define, identify/recognise and/or prove. Emotional abuse is chronic and cumulative and has a long-term impact. All kinds of abuse and neglect have emotional effects although emotional abuse can occur by itself. Children can be harmed by witnessing someone harming another person – as in domestic violence. It is sometimes possible to spot emotionally abusive behaviour from parents and carers to their children, by the way that the adults are speaking to, or behaving towards children. An appropriate challenge or intervention could affect positive change and prevent more intensive work being carried out later on.

Indicators of Emotional Abuse: Developmental issues include delays in physical, mental and emotional development; poor school performance and speech disorders, particularly sudden disorders or changes.

Behaviour: acceptance of punishment which appears excessive; over-reaction to mistakes; continual self-deprecation (I'm stupid, ugly, worthless etc.); neurotic behaviour (such as ricking, hair-twisting, thumb sucking); self-harm or self-mutilation; suicide attempts; drug/solvent abuse; running away; compulsive stealing, scavenging; acting out; poor trust in significant adults; regressive behaviour – e.g. wetting; eating disorders; destructive tendencies; neurotic behaviour; arriving early at school, leaving late.

Social issues: withdrawal from physical contact or from social interaction; over-compliant behaviour or insecure, clinging behaviour; poor social relationships.

Emotional responses: extreme fear of new situations; inappropriate emotional responses to painful situations ("I deserve this"); fear of parents being contacted; self-disgust; unusually fearful with adults; lack of concentration, restlessness, aimlessness; extremes of passivity or aggression.

Physical abuse

The nature of physical abuse: Most children collect cuts and bruises quite routinely as part of the rough and tumble of daily life. Clearly it is not necessary to be concerned about most of these minor injuries. But accidental injuries normally occur on the *bony prominences* e.g. shins. Injuries on the *soft* areas of the body are more likely to be inflicted intentionally and should therefore make us more alert to other concerning factors that may be present. A body map can assist in the clear recording and reporting of physical abuse. The body map should only be used to record observed injuries and no child should be asked to remove clothing by a member of staff of the school. Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Possible indicators of physical abuse and factors that should increase concern include:

- multiple bruising or bruises and scratches (especially on the head and face); clusters of bruises –

e.g. fingertip bruising (caused by being grasped); bruises around the neck and behind the ears – the most common abusive injuries are to the head;

- bruises on the back, chest, buttocks, or on the inside of the thighs; marks indicating injury by an instrument – e.g. linear bruising (stick), parallel bruising (belt), marks of a buckle;
- bite marks; deliberate burning may also be indicated by the pattern of an instrument or object - e.g. electric fire, cooker, cigarette; scalds with upward splash marks or *tide marks*; untreated injuries;
- recurrent injuries, burns or bald patches; having broken bones or unexplained bruising, burns or welts in different stages of healing; being unable to explain an injury, or providing explanations that are inconsistent, vague or unbelievable.

In the social context of the school or college, it is normal to ask about a noticeable injury. The response to such an enquiry is generally light-hearted and detailed. So, most of all, concern should be increased when: the explanation given does not match the injury; the explanation uses words or phrases that do not match the vocabulary of the child (adults words); no explanation is forthcoming; the child (or the parent/carer) is secretive or evasive or the injury is accompanied by allegations of abuse or assault.

We become concerned if the child or young person is reluctant to have parents/carers contacted; runs away or shows fear of going home; is aggressive towards themselves or others; flinches when approached or touched; is reluctant to undress to change clothing for sport; wears long sleeves during hot weather; is unnaturally compliant in the presence of parents/carers; has a fear of medical help or attention or admits to a punishment that appears excessive.

Sexual Abuse

The nature of sexual abuse: Sexual abuse is often perpetrated by people who are known and trusted by the child – e.g. relatives, family friends, neighbours, babysitters, and people working with the child in school, faith settings, clubs or activities. Those abusing children may be male or female, child or adult. Children may be 'groomed' as a prelude to or as part of sexual abuse.

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching of outside clothing.

They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation of abuse (including via the internet).

Characteristics of child sexual abuse: it is often planned and systematic – people do not sexually abuse children by accident, though sexual abuse can be opportunistic; grooming the child – people who abuse children take care to choose a vulnerable child and often spend time making them dependent; grooming the child's environment – abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives.

Possible indicators of sexual abuse:

Possible physical observations include: damage to genitalia, anus or mouth; sexually transmitted diseases; unexpected pregnancy, especially in very young girls; soreness in genital area, anus or mouth and other medical problems such as chronic itching; unexplained recurrent urinary tract infections and discharges or abdominal pain.

Possible behavioural observations include:

- Sexual knowledge inappropriate for age; sexualised behaviour or affection inappropriate for age
- Sexually provocative behaviour/promiscuity; Hinting at sexual activity inexplicable decline in school performance
- Depression or other sudden apparent changes in personality, such as becoming insecure or clinging, Lack of concentration, restlessness, aimlessness; Socially isolated or withdrawn, Overly-compliant behaviour; Acting out aggressive behaviour

- Poor trust or fear concerning significant adults; Regressive behaviour, Onset of wetting, by day or night; nightmares
- Onset of insecure, clinging behaviour; Arriving early at school, leaving late, running away from home, Suicide attempts, self-mutilation, self-disgust; Suddenly drawing sexually explicit pictures; Eating disorders or sudden loss of appetite or compulsive eating, Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Become worried about clothing being removed; Trying to be 'ultra-good' or perfect; overreacting to criticism.

Child Sexual Exploitation (CSE) and its indicators

Children can also be subject to Child Sexual Exploitation (CSE). Most people who sexually abuse children are men, but some women sexually abuse too, as can other children. CSE involves exploitative situations, contexts and relationships where young people receive something (for example food, drugs, alcohol, money or affection) as a result of engaging in sexual activities. CSE can range from 'consensual' to serious organized crime by gangs. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops.

Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber-bullying and grooming. However, it is also important to recognize that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Some young people do not exhibit any external signs of abuse. However, others may exhibit one or more of some of the possible indicators set down below:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late;
- Children who regularly miss school or education or don't take part in education.

Again, this list is not inclusive of all possible indicators.

Other specific safeguarding issues:

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on the TES website and also on its own website www.nspcc.org.uk/preventing-abuse. Schools and colleges can also access broad government guidance on the issues listed here via the GOV.UK website: child sexual exploitation (CSE); bullying including cyber-bullying; domestic violence; 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; radicalization; sexting; teenage relationship abuse; trafficking.

Radicalisation:

Radicalisation is defined in the government's Prevent strategy as "the process by which a person comes to support terrorism and forms of extremism leading to terrorism". It is a social process but also a deeply personal experience. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people. St Edmund's school responds to pupils who may be targeted or influenced to participate in radicalism or extremism. St Edmund's school also ensures that we can "demonstrate activity", as required

by the statutory guidance, in the following key areas: risk assessment, working in partnership, staff training and IT policies.

Honour-Based Violence (HBV) and Female Genital Mutilation (FGM)

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed supposedly to protect or defend the honour of the family and/or community, including FGM, forced marriage and practices such as breast ironing. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM, or indeed any form of HBV. There is a range of potential indicators that a child or young person may be at risk of FGM or of a forced marriage, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. See:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi_Agency_Statutory_Guidance_on_FGM_-_FINAL.pdf and

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf.

Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the Multi-Agency Practice Guidelines referred to previously.

It is mandatory for our school to report to the police cases where we suspect or discover that an act of FGM appears to have been carried out. Our school activates local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Examples of warning signs that FGM may be about to take place, or may have already taken place, can be found in the summary in Appendix C. It is mandatory for our school to report to the police cases where we suspect or discover that an act of FGM appears to have been carried out. Our school activates local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Self harm

Self-harm can take lots of physical forms, including cutting, burning, bruising, scratching, hair-pulling, poisoning and overdosing. There are many reasons why children and young people try to hurt themselves. And once they start, it can become a compulsion. That's why it's so important to spot it as soon as possible and do everything you can to help. Self-harm isn't usually a suicide attempt or a cry for attention. Instead, it's often a way for young people to release overwhelming emotions. It's a way of coping. So whatever the reason, it should be taken seriously. There are links between [depression](#) and self-harm. Quite often a child or young person who is self-harming is being bullied, under too much pressure to do well at school, being emotionally abused, grieving or having relationship problems with family or friends.

The feelings that these issues bring up can include:

- low self-esteem and low confidence
- loneliness
- sadness
- anger
- numbness
- lack of control over their lives

Often, the physical pain of self-harm might feel easier to deal with than the emotional pain that's behind it. It can also make a young person feel they're in control of at least one part of their lives. Sometimes it can also be a way for them to punish themselves for something they've done or have been accused of doing.

Physical signs of self-harm

These are commonly on the head, wrists, arms, thighs and chest and include:

- cuts
- bruises
- burns
- bald patches from pulling out hair

Young people who self-harm are also very likely to keep themselves covered up in long-sleeved clothes even when it's really hot.

Emotional signs of self-harm

The emotional signs are harder to spot and don't necessarily mean that a young person is self-harming. But if you see any of these as well as any of the physical signs then there may be cause for concern.

- [depression](#), tearfulness and low motivation
- becoming withdrawn and isolated, for example wanting to be alone in their bedroom for long periods
- unusual eating habits; sudden weight loss or gain
- low self-esteem and self-blame
- drinking or taking drugs

Additional concerns: Bullying

- Whilst bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable distress and/or anxiety. Indeed, in some cases bullying is potentially abuse and must be regarded in this light. Please refer to our [Anti-Bullying policy](#) for further information. Bullying behaviour can raise safeguarding concerns, and when it does so procedures in this policy will be followed.