



Oxspring Primary School

Head Teacher: Mrs S. Irwin

Assistant Head Teacher: Mr P. West

Chair of Governors: Mrs P. Heggie

'Learn, Endeavour, Aspire, Respect, Nurture'

Revised: February 2019

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SAFEGUARDING AND CHILD PROTECTION POLICY



Our School's Mission

'To be a learning community with a culture of ambition and achievement'

Our Vision

'Embracing Learning - a school for all'

Our Vision



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Safeguarding and Child Protection Policy 2018-19

AIMS OF THIS POLICY

- To ensure that children are effectively safeguarded from the potential risk of harm at Oxspring Primary School and that the safety and wellbeing of the children is of the highest priority in all aspects of the school's work.
- To help the school maintain its ethos whereby staff, pupils, parents and governors feel able to articulate any concerns comfortably, safe in the knowledge that effective action will be taken as appropriate.

PURPOSE OF THIS POLICY

To ensure that all members of the school community...
...are aware of their responsibilities in relation to safeguarding and child protection.
...know the procedures that should be followed if they have a cause for concern.
...know where to go to find additional information regarding safeguarding.
...are aware of the key indicators relating to child abuse.
...fully support the school's commitment to safeguarding and child protection.

We will follow the latest guidelines set out in the updated '**Keeping Children Safe in Education**' document published by HM Government in September 2018:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741314/Keeping_Children_Safe_in_Education_3_September_2018_14.09.18.pdf

This document sets out the legal duties with which schools and colleges **must** comply and also contains information on what schools and colleges **should** do (unless they have good reason not to) in order to keep children safe. It should be read alongside the updated statutory guidance '**Working together to safeguard children**':

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2018.pdf

as well as departmental advice '**What to do if you are worried a child is being abused- Advice for practitioners**'.

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

'Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.' (**Keeping Children Safe in Education**' (KCSIE) DFE September 2018)

By following child protection procedures we:

- Care for the child
- Care for our school
- Care for the community we serve
- Respond to the guidelines and procedures of other agencies

We will also refer to other best practice documents and guidelines from the Barnsley Safeguarding Children Board which is used to support decision on referral to external safety agents like social care, stronger families or the police.

<https://www.barnsley.gov.uk/services/children-families-and-education/safeguarding-families-in-barnsley/safeguarding-children-in-barnsley/>

‘Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children’s health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.’ (Keeping Children Safe in Education’ (KCSIE) DFE September 2018)

1 PRINCIPLES

- 1.1 Section 175 and 157 of the Education Act 2002 gives maintained schools and academies a statutory duty to promote and safeguard the welfare of children, and have due regard to guidance issued by the Secretary of State at all times. We also take note of the Education Regulations 2014 and comply with the KCSIE September 2018 document when carrying out our duties to safeguard and promote the welfare of children (children includes everyone under the age of 18).
- 1.2 This school recognises its legal and moral duty to promote the well-being of children, and protect them from harm, and respond to child abuse concerns when they arise.
- 1.3 We believe that every child and young person has at all times and in all situations a right to feel safe and protected from any situation or practice that results in a child being physically or psychologically damaged.
- 1.4 We agree that we have a primary responsibility for the care, welfare and safety of the pupils in our charge, and we will carry out this duty through our teaching and learning, extracurricular activities, pastoral care and extended school activities. In order to achieve this, all members of staff (including volunteers and governors) in this school, in whatever capacity, will at all times act proactively in child welfare matters especially where there is a possibility that a child may be at risk of significant harm.
- 1.5 The school seeks to adopt an open and accepting attitude towards children as part of their responsibility for pastoral care. The school hopes that parents and children will feel free to talk about any concerns and will see school as a safe place if there are any difficulties at home.
- 1.6 We believe that **all** staff have a responsibility to provide a safe environment in which children can learn and **all** staff should be prepared to identify children who may benefit from early help.

Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. Children's worries and fears will be taken seriously if they seek help from a member of staff. However, staff must not promise secrecy if concerns are such that referral must be made to the appropriate agencies in order to safeguard the child's welfare.

1.7 In our school, if there are suspicions that a child's physical, sexual or emotional well-being is being, or is likely to be, harmed, or that they are being neglected, appropriate action will be taken in accordance with the Child Protection procedures issued by Barnsley Safeguarding Children Board <https://www.barnsley.gov.uk/services/children-families-and-education/safeguarding-families-in-barnsley/safeguarding-children-in-barnsley/>

1.8 As a consequence, we:

- assert that teachers and other members of staff (including volunteers and visitors) in the school are an integral part of the child safeguarding process;
- accept totally that safeguarding children is required and is an appropriate function for all members of staff in the school, and wholly compatible with their primary pedagogic responsibilities.
- recognise that safeguarding children in this school is a responsibility for all staff, including volunteers, and the Governing body;
- will ensure through training and supervision that all staff and volunteers in the school are alert to the possibility that a child is at risk of suffering harm, and know how to report concerns or suspicions;
- will designate a senior member of staff with knowledge and skills in recognising and acting on child protection concerns. He or she will act as a source of expertise and advice, and is responsible for coordinating action within the school and liaising with other agencies; (Designated Safeguarding Lead)
- ensure (through the Designated Safeguarding Lead) that all staff with designated responsibility for child protection will receive appropriate training to the minimum standard set out by the Barnsley Safeguarding Children Board (BSCB)
- will share our concerns with others who need to know, and assist in any referral process;
- will ensure that all members of staff and volunteers who have a suspicion or concern that a child may be suffering, or may be at risk of suffering significant harm, refer such concerns to the Designated Safeguarding Lead, who will refer on to Children's Social Care Assessment and Joint Investigation Service in accordance with the procedures issued by Barnsley Safeguarding Children Board.
- safeguard the welfare of children whilst in the school, through positive measures to address bullying, especially where this is aggravated by sexual or racial factors, disability or special educational needs, cyber bullying or Internet technologies
- will ensure that all staff are aware of the Child Protection Procedures established by Barnsley Safeguarding Children Board and, where appropriate, the Local Authority, and act on any guidance or advice given by them;

- will ensure through the recruitment and selection of volunteers and paid employees that all people who work in our school are suitable to work with children,
- will act swiftly and make appropriate referrals to the Local Authority Designated Officer where an allegation is made that a member of staff has committed an offence against a child, harmed a child, or acted in a way that calls into question their suitability for working with children.
- Be aware of the different types of abuse and be able know the potential signs of such abuse (see appendices)
- All staff should be aware of systems within our school which support safeguarding and these should be explained to them as part of staff induction. This should include:
 - the child protection policy; the behaviour policy;
 - the staff code of conduct;
 - the safeguarding response to children who go missing from education; and
 - the role of the designated safeguarding lead (including the identity of the designated safeguarding lead, deputy safeguarding lead and safeguarding governor)
 Copies of policies and a copy of Part one of the Keeping Children Safe in Education (KCSIE) are shared with staff on induction.
- All staff should be aware of their local early help process and understand their role in it.
- All staff should know what to do if a child tells them he/she is being abused or neglected.
- Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children’s social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

What school staff should look out for:

Any child may benefit from early help, but all school staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory EHCP plan)
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited

- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is a privately fostered child

Immediate action should be taken, following the school's child protection policy. Where possible, there should be a conversation with the designated safeguarding lead (DSL) to agree a course of action with the concern being recorded. Options then include:

- managing any support for the child internally via our own pastoral support processes;
- an early help assessment. If early help is appropriate, the designated safeguarding lead (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.
- a referral for statutory services, (for example as the child might be in need, is in need or suffering or likely to suffer harm). In this case they must inform the DSL as soon as possible. If, after a referral the situation does not appear to be improving, the DSL should press for re-consideration.
- **If a child is in immediate danger or is at risk of harm, a referral should be made to social care and/or the police immediately.** If this is not made by the DSL then the member of staff making the referral should inform the DSL as soon as possible.
- All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded. If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or deputy).
- Where a member of staff fails to report their concerns, this may be dealt with as a disciplinary matter.

Specific safeguarding issues:

- All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.
- All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:
 - bullying (including cyberbullying);
 - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
 - sexual violence and sexual harassment;
 - sexting (also known as youth produced sexual imagery); and
 - initiation /hazing type violence and rituals.
- All staff should be clear as to our school's policy and procedures with regards to peer on peer abuse.
- Safeguarding incidents and/or behaviours can be associated with factors outside our school's and/or can occur between children outside school. All staff, but especially the designated safeguarding lead (and deputies) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments

of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that we provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

- Annex A of KCSIE contains important additional information about specific forms of abuse and safeguarding issues. Staff should become familiar with this annex.

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

THE MANAGEMENT OF SAFEGUARDING

The governing body must ensure that they comply with their duties under legislation. They must have regard to this guidance, ensuring that policies, procedures and training in our school are effective and comply with the law at all times. Where appropriate, the Governors will ensure that sufficient resources are made available to enable the necessary tasks to be carried out properly under inter-agency procedures.

The Governors will ensure that the designated member of staff for child protection is given sufficient time to carry out his or her duties, including accessing training.

The designated governor for safeguarding at our school is **Miss Marie Hollingworth**.

The Governors will review safeguarding practices in the school on a regular basis, and no less than annually, to ensure that:

- The school is carrying out its duties to safeguard the welfare of children at the school;
- Completes an annual audit with the DSL and submit to the Local Authority
- Hold a termly monitoring meeting with designated safeguarding lead with an agreed focus.
- Members of staff and volunteers are aware of current practices in this matter, and that staff receive training where appropriate;
- Child protection is integrated with induction procedures for all new members of staff and volunteers
- The school follows the procedures agreed by Barnsley Safeguarding Children Board, http://www.proceduresonline.com/barnsley/scb/p_report_concerns.html and any supplementary guidance issued by the Local Authority
- Only persons suitable to work with children shall be employed in the school, or work here in a voluntary capacity
- Where safeguarding concerns about a member of staff are raised, take appropriate action in line with BSCB Allegations against Staff Procedures and BMBC Disciplinary Procedures and DfE guidance Dealing with Allegations of Abuse against teachers and other staff.

DESIGNATED SAFEGUARDING LEAD IN SCHOOL

2.1 The Designated Safeguarding Lead for safeguarding and child protection in this school is: **Mrs Sharon Irwin (Headteacher)**

2.2 In their absence, these matters will be dealt with by the Deputy Designated Safeguarding Lead: **Mr Paul West (Assistant Headteacher)**. In the absence of both safeguarding leads at Oxspring Primary School, the most senior member of staff in school at the time will contact the Barnsley Safeguarding Board team for advice and support.
<https://www.barnsley.gov.uk/services/children-families-and-education/safeguarding-families-in-barnsley/safeguarding-children-in-barnsley/barnsley-safeguarding-children-board/>

Or LADO (Local Authority Designated Officer):

<https://www.barnsley.gov.uk/services/children-families-and-education/safeguarding-families-in-barnsley/safeguarding-children-in-barnsley/local-authority-designated-officer-lado/>

The LA Health and Safety Officer is also available for contact:

<https://www.barnsley.gov.uk/services/business-information/health-and-safety-at-work/>

2.3 The designated person is key to ensuring that proper procedures and policies are in place and are followed with regard to child safeguarding issues. They will also act as a dedicated resource available for other staff, volunteers and governors when they may have child protection concerns to discuss.

2.4 The school recognises that:

- all members of staff (including volunteers) must be made aware of who this person is and what their role is.
- The designated person will act as a source of advice and coordinate action within the school over child protection cases
- The designated person will need to liaise with other agencies and build good working relationships with colleagues from these agencies.
- They should possess skills in recognising and dealing with child welfare concerns.
- Be appropriately trained to provide the knowledge and skills required to carry out the role. This should be updated every two years. The DSL should undertake Prevent awareness training. Such knowledge should be continually refreshed so they: understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements
- 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, our child protection and safeguarding policy and procedures, especially new and part time staff;

- are alert to the specific needs of children in need, those with special educational needs and young carers.
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.
- understand the importance of information sharing, both within the school, and with the three safeguarding partners (police, LA, local clinical commissioning group), other agencies, organisations and practitioners.
- are able to keep detailed, accurate, secure written records of concerns and referrals.
- understand and support school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures we may put in place to protect them.
- The designated person is the first person to whom members of staff report concerns.
- The designated person is responsible for referring cases of suspected abuse or allegations to the relevant investigating agencies according to the procedures established by the BSCB

2.5 To be effective they will:

- Act as a source of advice, support and expertise within the school and be responsible for coordinating action regarding a request for service by liaising with Children's Social Care and other relevant agencies over suspicions that a child may be suffering harm.
- Cascade safeguarding advice and guidance issued by Barnsley Safeguarding Children Board.
- Where they have concerns that a request for service has not been dealt with in accordance with the child protection procedures, they can discuss this with the Head of Safeguarding and Welfare/members of the Safeguarding Unit and consider what needs to happen next.
- Ensure each member of staff and volunteers at the school, and regular visitors (such as Education Welfare Officers, Connexions personal advisors, trainee teachers and supply teachers) are aware of and can access readily the Child Protection and Safeguarding Policy.
- Liaise with the Headteacher (if the Headteacher is not the Designated Safeguarding Lead) to inform him/her of any safeguarding issues and ongoing investigations and ensure there is always cover for the role.

- Ensure that this policy is updated and reviewed annually and work with the designated governors for child protection and safeguarding to ensure this takes place.
 - Be able to keep detailed accurate secure written records of referrals/concerns, and ensure that these are held in a secure place.
 - Ensure parents are aware of the Child Protection and Safeguarding Policy in order to alert them to the fact that the school may need to make referrals of concerns to Children's Social Care. Raising parents' awareness may avoid later conflict if the school does have to take appropriate action to safeguard a child.
 - Where children leave the school roll, ensure any child protection file is transferred to the new school as soon as possible but certainly within the 15 day national requirement, separately from the main file, and addressed to the Designated Safeguarding Lead for child protection. Wherever possible, this should include a face to face discussion and handover of the records. Both schools should sign a form to confirm the handover of the records; both schools should retain a copy of the transfer form.
 - Where a child leaves and the new school is not known, ensure that the local authority is alerted so that the child's name can be included on the database for children missing education. The Local Authority should also be informed if a parent is considering elective home education so the relevant checks can be completed. Referrals regarding Elective Home Education and Children Missing Education should be made to the Education Welfare Service.
- 2.5 The Designated Safeguarding Lead also has an important role in ensuring all staff and volunteers receive appropriate training. They should:
- Attend training in how to identify abuse and know when it is appropriate to refer a case. (Training is every two years.)
 - Have a working knowledge of how Barnsley Safeguarding Children Board operates and the conduct of a child protection case conference and be able to attend and contribute to these when required, to enhance the implementation of a Child Protection Plan.
 - Attend any relevant training courses or workshops and then ensure that any new or key messages are passed to other staff, volunteers and governors.
 - Make themselves (and any deputies) known to all staff, volunteers and governors (including new starters and supply teachers) and ensure those members of staff have had training in child protection. This should be relevant to their needs to enable them to identify and report any concerns to the designated Safeguarding Lead immediately.
- 3.3 The Governors will review safeguarding practices in the school on a regular basis, and no less than annually, to ensure that:
- The school is carrying out its duties to safeguard the welfare of children at the school;
 - Hold a termly monitoring meeting with the designated safeguarding lead with an agreed focus.
 - Members of staff and volunteers are aware of current child protection practices and that staff receive training where appropriate;

- Child protection is integrated into the school induction procedures for all new members of staff and volunteers and supply staff.

4 RECRUITMENT

4.1 In order to ensure that children are protected whilst at this school, we will ensure that our staff and volunteers are carefully selected, screened, trained and supervised.

4.2 We accept that it is our responsibility to follow the guidance set out in “Safeguarding Children and Safer Recruitment in Education”; <https://www.gov.uk/government/publications/safeguarding-children-and-safer-recruitment-in-education>

in particular we will ensure that the following checks are satisfactorily completed before a person takes up a position in the school:

- Identity checks to establish that applicants are who they claim to be eg having sight of an applicant's birth certificate, passport and/or driving licence
- Academic qualifications, to ensure that qualifications are genuine
- Professional and character references prior to offering employment
- Satisfy conditions as to health and physical capacity
- Previous employment history will be examined and any gaps accounted for.
- DBS Checks will also be completed.
- The process should also confirm that the Preventing Illegal Working Declaration of Entitlement to Work in the UK is completed.

MULTI AGENCY WORKING

As a school we have a pivotal role to play in multi-agency safeguarding arrangements. The governing body will ensure that we contribute to multi-agency working in line with statutory guidance Working Together to Safeguard Children. It is especially important that we understand our role in the new safeguarding partner arrangements. The governing body should understand the local criteria for action and the local protocol for assessment and ensure they are reflected in our policies and procedures. They should also be prepared to supply information as requested by the three safeguarding partners. We will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. We will allow access for children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.

INFORMATION SHARING

School, and all members of staff understand how vital information sharing is in identifying and tackling all forms of abuse and neglect. We will ensure that all data about pupils is handled in accordance with the requirements of the law, and any national and local guidance.

- Any member of staff who has access to sensitive information about a child or the child's family must take all reasonable steps to ensure that such information is only disclosed to those people who need to know.
- Regardless of the duty of confidentiality, if any member of staff has reason to believe that a child may be suffering harm, or be at risk of harm, their duty is to forward this information without delay to the designated member of staff for child protection.
- It is important that the governing body are aware that among other obligations, the Data Protection Act 2018 and the GDPR place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

The governing body will ensure relevant staff have due regard to the data protection principles, which allow them to share personal information, as provided for in the Data Protection Act 2018, and the GDPR. Relevant staff should be confident of the processing conditions under the Data Protection Act 2018 and the GDPR which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'. The governing body will ensure that staff who need to share 'special category personal data' are aware that the Data Protection Act 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information. This includes allowing practitioners to share information without consent, if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

Where children leave school, the designated safeguarding lead will ensure their child protection file is transferred to the new school as soon as possible, ensuring secure transit, and confirmation of receipt should be obtained. This should be transferred separately from the main pupil file. Receiving schools should ensure key staff such as designated safeguarding leads and SENCOs are aware as required. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school in advance of a child leaving. For example, information that would allow the new school to continue supporting victims of abuse and have that support in place for when the child arrives.

Photographing Children

- We understand that parents like to take photos of their children in the school play, or at sports day, or school presentations. This is a normal part of family life, and we will not discourage parents from celebrating their child's successes, but will only do so with specific parental permission which is GDPR compliant.
- We will not allow others (visitors to school e.g. theatre groups or workshop providers) to photograph or film pupils during a school activity without the parent's permission.
- We will not allow images of pupils to be used on school websites, publicity, or press releases,

without express permission from the parent, and if we do obtain such permission, we will not identify individual children by name.

- The school cannot however be held accountable for photographs or video footage taken by parents or members of the public at school functions. We ask parents not to share photographs or videos on social media.

5 VOLUNTEERS

- 5.1 We understand that some people otherwise unsuitable for working with children may use volunteering to gain access to children; for this reason, any volunteers in the school, in whatever capacity, will be recruited in line with BMBC Recruitment Policy.
- 5.2 All volunteers will be given the same induction and training listed below on how to identify and report abuse and child protection concerns within the appropriate levels of confidentiality.

6 INDUCTION & TRAINING

- 6.1 All new members of staff will receive induction training, which will give them an overview of the organisation and ensure they know its purpose, values, services and structure, as well as how to identify and report abuse, child protection concerns within the appropriate levels of confidentiality.
- 6.2 All new staff at the school (including volunteers) will receive child protection information Part 1 of Keeping Children Safe in Education:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741315/Keeping_Children_Safe_in_Education_2018_Part_One_14.09.18.pdf

along with a safeguarding induction sheet which outlines key safeguarding documentation and contact details.

They will also receive a copy of the Safeguarding and Child Protection policy on starting their work at the school.

- 6.3 All staff will be expected to attend training on safeguarding children and this will enable them to fulfil their responsibilities in respect of child protection effectively. The school will provide access to on line safeguarding training for staff and governors which can be accessed via <https://www.barnsley.gov.uk/services/children-families-and-education/safeguarding-families-in-barnsley/safeguarding-children-in-barnsley/barnsley-safeguarding-children-board/>
- 6.4 All Staff will attend refresher training every three years, and the Designated Safeguarding Lead every two years.
- 6.5 Staff visiting the school for short periods of time e.g. 1 day supply cover, will receive information in relation to safeguarding children and the procedures they must follow.
- 6.6 All adults are required to attend safeguarding training. Attendance at school training will also be open to volunteers, extended schools providers, governors and any other parties that come in to contact with children on a regular basis. These staff will also be signposted to the online training available via the Barnsley Safeguarding Children Board website.

- 6.7 For staff who are unable to access face to face Safeguarding awareness training the school expects them to complete online training as above. All NQTs and students will be given safeguarding induction training prior to the start of their placement.
- 6.8 In addition all staff members will receive regular safeguarding and child protection updates at weekly staff meetings and as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

6.9 **In line with the statutory guidance of ‘Keeping Children Safe in Education’:**

“All staff should be aware of the process for making referrals to children’s social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments”.

- **All** staff will be made aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.
- **All** staff will be made aware of the process for making referrals to children’s social care and for statutory assessments under the Children Act 1989 that may follow a referral, along with the role they might be expected to play in such assessments.
- **All** staff will be trained in line with the document so that they know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the designated safeguarding lead and children’s social care. Staff should never promise a child that they will not tell anyone about an allegation, as this may ultimately not be in the best interests of the child.

7 DEALING WITH CONCERNS

- 7.1 It is not the responsibility of any member of staff or volunteer to investigate any suspicions or concerns that a child/young person is at risk of or is suffering significant harm.
- 7.2 Their concerns should be reported to the Designated Safeguarding Lead immediately and should also be recorded using the school's Cause for Concern documentation.
- 7.3 A Cause for Concern is an action, observation or discussion that makes you feel anxious about the safety or wellbeing of a child.
- 7.4 All causes for concern must be recorded on the Cause for Concern record and must be passed to the Designated Safeguarding Lead immediately.
- 7.5 The Designated Safeguarding Lead will decide on the appropriate actions, completing the section 'For designated teacher use' on the Cause for concern form.
- 7.6 The Designated Safeguarding Lead will consider if the issue needs to be passed to Children's Social Care Assessment and Joint Investigation Team for further action via a telephone conversation and the Request for a Service procedure.

7.8 A Vulnerable Pupil file will also be raised and this includes:

- Vulnerable Pupil Information Sheet
- Monitoring Record sheet
- Cause for concern form
- Sticker on the front of the folder indicating if there are any other siblings
- The folder is placed in the 'live' Vulnerable Pupils and Families Section
- Make relevant staff aware that the file has been raised.

7.9 All discussions, telephone calls and meetings in relation to the child/young person must be recorded on the monitoring record sheet.

7.10 The Designated Safeguarding Leads review all live and dormant records on a regular basis. The Designated Safeguarding Leads will then be able to:

- monitor that the agreed actions have taken place
- assess the impact of the actions and the progress being made
- agree the next steps
- quality assure the written records
- collate a report for the Governing body outlining the level of child protection concerns and work being undertaken
- ensure that clear actions are followed up where there is a Child Protection Plan in place and the outcomes are monitored.
- Ensure school is represented at Core Groups and Conferences

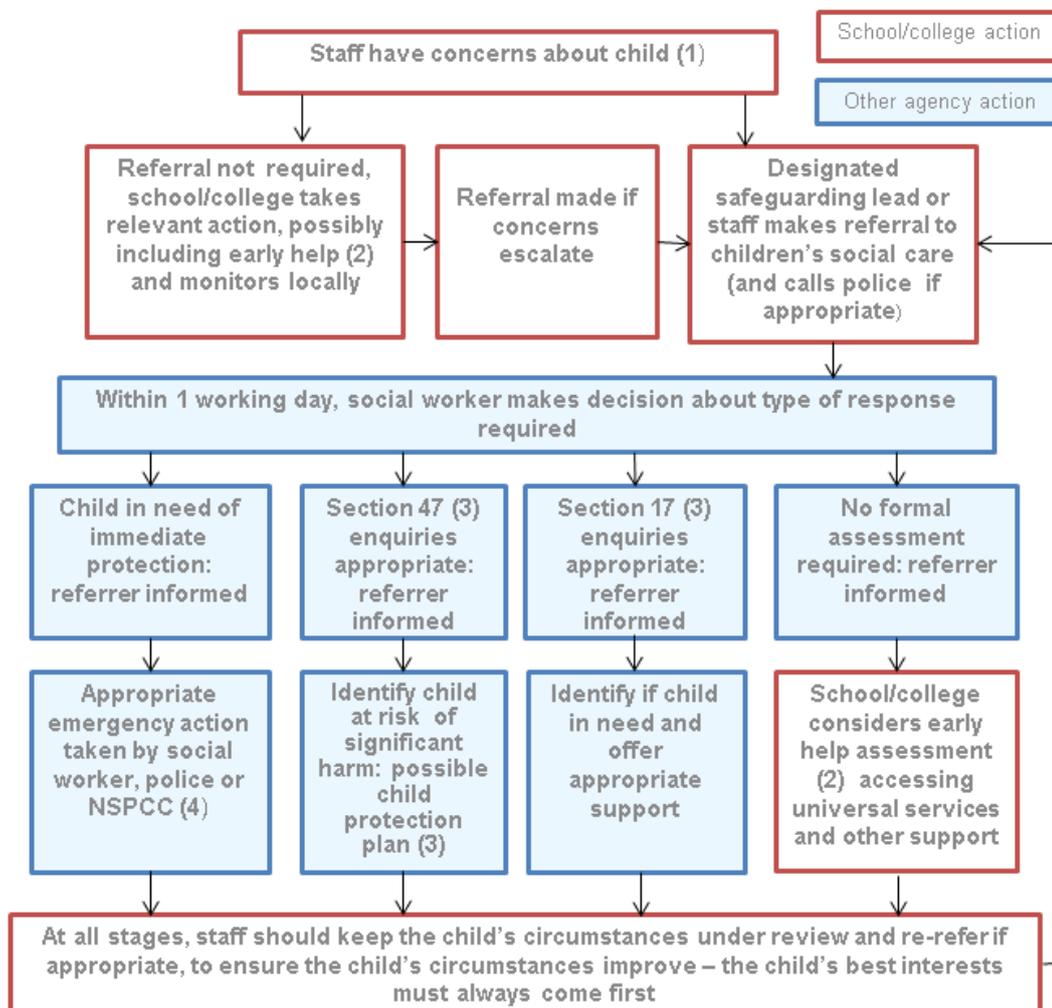
7.11 The documentation for each child/young person must be stored in a secure place.

7.12 **In line with the statutory guidance of 'Keeping Children Safe in Education':**

- If staff members have any **concerns** about a child (as opposed to a child being in immediate danger) they will need to decide what action to take. Where possible, there should be a conversation with the designated safeguarding lead to agree a course of action, although any staff member can make a referral to children's social care. Other options could include referral to specialist services or early help services and should be made in accordance with the referral threshold set by the Local Safeguarding Children Board.
- If anyone other than the designated safeguarding lead makes a referral, they should inform the designated safeguarding lead as soon as possible. The local authority should make a decision within one working day of a referral being made about what course of action they are taking and should let the referrer know the outcome. Staff should follow up on a referral should that information not be forthcoming. The online tool
- **'Reporting child abuse to your local council'** <https://www.gov.uk/report-child-abuse-to-local-council> directs staff to their local children's social care contact number.

- See below for a flow chart setting out the process for staff when they have concerns about a child.
- If, after a referral, the child's situation does not appear to be improving, the designated safeguarding lead (or the person who made the referral) should press for re-consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.
- If early help is appropriate, the designated safeguarding lead should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate. If early help or other support is appropriate, the case should be kept under constant review and consideration given to a referral to children's social care if the child's situation does not appear to be improving.
- If a teacher, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. See KCSIE Part 1 Annex A for further details.
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Actions where there are concerns about a child



1. In cases which also involve an allegation of abuse against a staff member, see **part four of Keeping Children Safe in Education** https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741314/Keeping_Children_Safe_in_Education_3_September_2018_14.09.18.pdf
2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working together to safeguard children provides detailed guidance on the early help process. <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2#history>
3. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include s17

assessments of children in need and s47 assessments of children at risk of significant harm. Full details are in Chapter one of Working together to safeguard children
4. This could include applying for an Emergency Protection Order (EPO).

(from 'Keeping Children Safe in Education' DFE September 2018)

8 SAFEGUARDING IN SCHOOL

8.1 As well as ensuring that child protection concerns are addressed, we will also ensure that children who attend the school are kept safe from harm whilst they are in our charge.

8.2 To this end, this policy must be seen in conjunction with the school's policies on:

- Personal, Social and Health Education and Sex and Relationships Education; child protection issues will be addressed through the curriculum as appropriate.
- Anti-Bullying Policy; the school will also ensure that bullying and racial harassment is identified and dealt with so that any harm caused by other pupils can be minimised. We will pay particular attention to sexualized behaviour, or bullying that is homophobic in nature, cyber bullying or where there appear to be links to domestic abuse in the family home. Incidents of bullying will be investigated, recorded through the Cause for Concern Process and reported to the Local Authority on the electronic recording system.
- Safe recruitment
- Code of conduct for staff
- Confidentiality
- Behaviour and discipline
- Health & Safety
- Physical Intervention - managing challenging behaviour
- Allegations against members of staff
- E-safety
- Whistle Blowing
- Visitors policy
- Induction policy
- Information sharing policy
- Supervision Policy
- Children Missing Education

9 CONFIDENTIALITY and INFORMATION SHARING (refer to the School Confidentiality and Information Sharing Policy)

9.1 The school, and all members of staff at the school, will ensure that all data about pupils is handled in accordance with the requirements of the law, and any national and local guidance.

9.2 Any member of staff who has access to sensitive information about a child or the child's family must take all reasonable steps to ensure that such information is only disclosed to those people who need to know.

9.3 Regardless of the duty of confidentiality, if any member of staff has reason to believe that a child may be suffering harm, or be at risk of harm, their duty is to forward this information without delay to the designated Safeguarding Lead.

10 CONDUCT OF STAFF

10.1 The school has a duty to ensure that high standards of professional behaviour exist between

staff and children, and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries.

- 10.2 At all times, members of staff are required to work in a professional way with children. All staff should be aware of the dangers inherent in:
- working alone with a child
 - physical interventions
 - cultural and gender stereotyping
 - dealing with sensitive information
 - giving to and receiving gifts from children and parents
 - contacting children through private telephones (including texting), e-mail, MSN, or social networking websites.
 - disclosing personal details inappropriately
 - meeting pupils and families outside school hours or school duties
- 10.3 If any member of staff has reasonable suspicion that a child is suffering harm, and fails to act in accordance with this policy and Barnsley Safeguarding Children Board procedures, we will view this as misconduct, and take appropriate action
- 10.4 An agreed code of conduct in relation to safeguarding has been agreed and adopted by all adults working with children at Oxspring Primary School. Any member of staff who does not adhere to the policy will be subject to disciplinary procedures
- 10.5 An agreed Whistle Blowing policy in relation to safeguarding (appendix 1) to supplement to BMBC corporate policy has been agreed in order to support the school ethos where pupils and staff can talk freely about concerns knowing they will be listened to and appropriate action taken.
- 10.6 There are a range of mechanisms in place to ensure that pupils feel comfortable to express their concerns to adults for example:
- To the school learning mentor via concern boxes
 - Through encouragement to discuss issues at school assemblies
 - Via the school council meetings
 - Learning mentor drop in sessions
 - An open approach to discussing issues with staff

11 PHYSICAL CONTACT AND RESTRAINT

- 11.1 Members of staff may have to make physical interventions with children. Members of staff will only do this in line with school policy on managing challenging behaviour
- 11.2 All staff should have undertaken Team Teach training and interventions should be in accordance with the Team Teach principles.

12 ALLEGATIONS AGAINST MEMBERS OF STAFF

- 12.1 If anyone makes an allegation that any member of staff (including any volunteer or Governor)

may have:

- Possibly committed an offence against or related to a child
 - Behaved in a way that has harmed or may have harmed a child
 - Behaved towards a child in a way which indicates s/he would pose a risk of harm if they worked regularly or directly with children.
- 12.2 The allegation will be dealt with in accordance with national guidance and agreements, as implemented locally by BSCB.
- 12.3 The Headteacher, rather than the designated member of staff will handle such allegations, unless the allegation is against the head teacher, when the chair of governors will handle the school's response.
- 12.4 The Headteacher (or chair of governors) will collate basic information about the allegation, and report these without delay to the Local Authority Designated Officer (LADO). The LADO will discuss the concerns and offer advice and guidance on how the situation will be managed and if a strategy meeting will be required.
- 12.5 The Headteacher should not investigate the concerns or discuss with the alleged perpetrator without having spoken to the LADO.
- 12.6 **In line with the statutory guidance of 'Keeping Children Safe in Education': What school and college staff should do if they have concerns about another staff member:**

If staff members have concerns about another staff member, then this should be referred to the Headteacher. Where there are concerns about the Headteacher, this should be referred to the Chair of Governors. In the event of allegations of abuse being made against the Headteacher, allegations should be reported directly to the designated officer(s) at the local authority. Staff may consider discussing any concerns with the school's designated safeguarding lead and make any referral via them. Full details can be found in **Part four of 'Keeping Children Safe in Education'**.

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

- **What school or college staff should do if they have concerns about safeguarding practices within the school:**
All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.

Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school or college's senior leadership team.

Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

General guidance can be found at- Advice on whistleblowing

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 – line is available

13 BEFORE AND AFTER SCHOOL ACTIVITIES

- 13.1 Where the Governing Body transfers control of the use of the school premises to bodies (such as sports clubs) to provide out of school hours activities, we will ensure that these bodies have appropriate safeguarding and child protection policies and procedures in place, and that there are arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the bodies.

14 CONTRACTED SERVICES

- 14.1 Where the Governing Bodies contracts its services to outside providers, we will ensure that these providers have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the provider.

15 PROVISION TO HELP PUPILS STAY SAFE

- 15.1 Safeguarding permeates through all aspect of the wider school curriculum. The following examples are not exhaustive but give a flavour for how safeguarding is promoted at Oxspring Primary School.

Through a more personalised PSHCE programme that specifically meets the needs of our children, they learn to engage with others in a safe and mutually respectful way. Our robust anti-bullying policy is reinforced regularly. Pupils who have particular needs or difficulties in these areas are supported by a range of social and emotional support strategies and programmes, as well as receiving additional individual support from parents and staff.

Initiatives such as Sports leaders, Excellent learning, School Council, Oxspring University and Bikeability, along with highly effective work with other agencies ensure that children are well-placed to keep themselves and other children safe in their everyday lives.

- 15.2 **In line with the statutory guidance of ‘Keeping Children Safe in Education’ on: Opportunities to teach safeguarding:**

Governing bodies should ensure children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and economic education (PSHE), and/or, for maintained schools and colleges, through sex and relationship education (SRE).

Whilst it is essential that governing bodies ensure that appropriate filters and monitoring systems are in place, they should be careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

There is a wealth of information available to support schools and colleges to keep children safe online. The following is not exhaustive but should provide a useful starting point:

www.thinkuknow.co.uk

www.disrespectnobody.co.uk

www.saferinternet.org.uk

www.internetmatters.org

www.childnet.com/cyberbullying-guidance

www.pshe-association.org.uk

www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation

15.3 In line with the statutory guidance of ‘Keeping Children Safe in Education’ on: Specific safeguarding issues:

- **All** staff should have an awareness of safeguarding issues, some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truancing and sexting put children in danger.
 - **All** staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults and sexting. Staff should be clear as to the school or college’s policy and procedures with regards to peer on peer abuse.
 - Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools and colleges can be found on the TES, MindEd and the NSPCC websites. School and college staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:
 - bullying including cyberbullying
 - children missing education
 - child missing from home or care
 - child sexual exploitation (CSE)
 - 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)
 - hate
 - mental health
 - missing children and adults
 - private fostering
 - preventing radicalisation
- <https://www.gov.uk/government/publications/prevent-duty-guidance>

- relationship abuse
- sexting
- trafficking

Annex A of the **Keeping Children Safe in Education** document contains important additional information about specific forms of abuse and safeguarding issues. School leaders and those staff who work directly with children should read the annex.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741315/Keeping_Children_Safe_in_Education_2018_Part_One_14.09.18.pdf

16. SAFER RECRUITMENT AND SINGLE CENTRAL RECORD

In line with the statutory guidance of ‘Keeping Children Safe in Education’ on: Recruitment, selection and pre-employment vetting:

- 16.1 It is vital that schools create a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse children, (see paragraphs 71-72 of the document about safer recruitment). Governing bodies and proprietors must act reasonably in making decisions about the suitability of the prospective employee based on checks and evidence including criminal record checks (DBS checks), barred list checks and prohibition checks together with references and interview information.

The level of DBS certificate required, and whether a prohibition check is required, will depend on the role and duties of an applicant to work in a school or college, as outlined in the guidance.

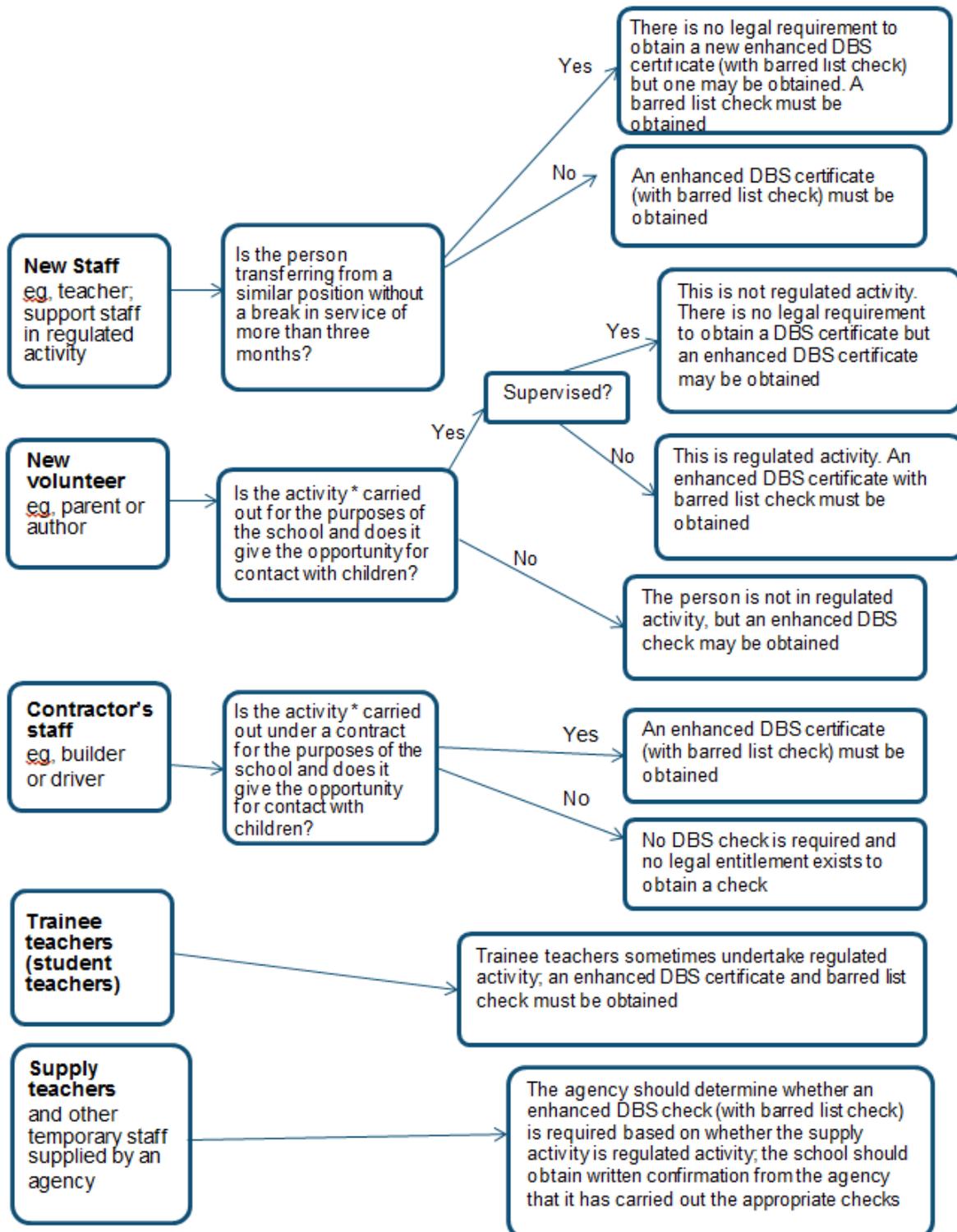
For most appointments, an enhanced DBS certificate, which includes barred list information, will be required as the majority of staff will be engaging in regulated activity. In summary, a person will be considered to be engaging in regulated activity if, as a result of their work, they:

will be responsible, on a regular basis in a school or college, for teaching, training instructing, caring for or supervising children; or

will carry out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or

engage in intimate or personal care or overnight activity, even if this happens only once.

See below ‘Flowchart of Disclosure and Barring Service criminal record checks and barred list checks from Keeping Children Safe in Education:



* Activities listed under the guidance's definition of regulated activity and which are carried out 'frequently'

Any offer of appointment made to a successful candidate, including one who has lived or worked abroad, must be conditional on satisfactory completion of the necessary pre-employment checks.

16.2 SINGLE CENTRAL RECORD

Schools and colleges must keep a single central record, referred to in the regulations (described in the following paragraph) as the register. The single central record must cover the following people:

all staff (including supply staff, and teacher trainees on salaried routes) who work at the school.

The information that must be recorded in respect of staff members (including teacher trainees on salaried routes) is whether the following checks have been carried out or certificates obtained, and the date on which each check was completed/certificate obtained:

- an identity check;

- a barred list check;

- further checks on people who have lived or worked outside the UK; this would include recording checks for those European Economic Area (EEA) teacher sanctions and restrictions

- a check of professional qualifications;

- and a check to establish the person's right to work in the United Kingdom.

- an enhanced DBS check/certificate;

- a prohibition from teaching check

For supply staff, schools should also include whether written confirmation has been received that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, and the date that confirmation was received and whether any enhanced DBS check certificate has been provided in respect of the member of staff.

Where checks are carried out on volunteers, schools should record this on the single central record.

17 IMPLEMENTATION, MONITORING, EVALUATION AND REVIEW

- 17.1 All adults in school will receive a copy of the Safeguarding and Child Protection Policy and will be asked to sign to say that they have read and agree to follow its procedures. It will be discussed at least annually at staff meetings. Safeguarding and Child Protection will be a regular agenda item at Staff Team Meetings.
- 17.2 The effectiveness of the policy will be reviewed and evaluated by the Governing Body annually in light of any specific incidents or changes to local/national guidance.
- 17.3 The designated governor for safeguarding will monitor one aspect of the school's child protection work termly and report back to the full governing body.
- 17.4 The Headteacher will report on safeguarding matters through the termly report and safeguarding will be a standing item on the agenda at each full governing body meeting. The

Headteacher will also complete the Annual Headteacher's Safeguarding report which is submitted to the Local Authority after it has been agreed with the Governing Body.

17.5 Parents will be consulted via the parents' council and pupils via the school council in January each year.

18 PARENTS AND CARERS

18.1 The policy will be available on the school website.

18.2 Parents and carers will be informed that they can have a paper copy of the Child Protection and Safeguarding Policy on request.

18.3 Schools should be proactive in their consultations and involvement with parents and carers where there are child protection concerns unless this would be prejudicial to the safety and wellbeing of the child/young person.

19. APPENDICES

Appendix 1

Safeguarding Children: Whistle Blowing

Staff must acknowledge their individual responsibility to bring matters of concern to the attention of the Head Teacher. Although this can be difficult this is particularly important where the welfare of children may be at risk. You may be the first to recognise that something is wrong but may not feel able to express your concerns out of a feeling that this would be disloyal to colleagues or you may fear harassment or victimisation. These feelings, however natural, must never result in a child or young person continuing to be unnecessarily at risk. Remember it is often the most vulnerable children or young people who are targeted. These children need someone like you to safeguard their welfare.

Don't think what if I'm wrong - think what if I'm right

Reasons for whistleblowing

Each individual has a responsibility for raising concerns about unacceptable practice or behaviour in order to:

- prevent the problem worsening or widening
- protect or reduce risks to others
- prevent becoming implicated yourself

What stops people from whistleblowing

- Starting a chain of events which spirals
- Disrupting the work or project
- Fear of getting it wrong
- Fear of repercussions or damaging careers
- Fear of not being believed

How to raise a concern

- You should voice your concerns, suspicions or uneasiness as soon as you feel you can. The earlier a concern is expressed the easier and sooner action can be taken.
- Try to pinpoint exactly what practice is concerning you and why

- Approach the Headteacher
- If your concern is about your immediate manager/Headteacher, or you feel you need to take it to someone outside the school, contact the Chair of Governors, [Mrs Pam Heggie](#), or the Local Authority Designated Officer
- Make sure you get a satisfactory response - don't let matters rest
- Put your concerns in writing, outlining the background and history, giving names, dates and places where you can.
- A member of staff is not expected to prove the truth of an allegation but you will need to demonstrate sufficient grounds for the concern .

What happens next?

- You should be given information on the nature and progress of any enquiries
- Your employer has a responsibility to protect you from harassment or victimisation
- No action will be taken against you if the concern proves to be unfounded and was raised in good faith.
- Malicious allegations may be considered as a disciplinary offence

Self-reporting

There may be occasions where a member of staff has a personal difficulty, perhaps a physical or mental health problem, which they know to be impinging on their professional competence. Staff have a responsibility to discuss such a situation with their line manager so professional and personal support can be offered. Whilst such reporting will remain confidential in most instances, this cannot be guaranteed where personal difficulties raise concerns about the welfare or safety of children

Further advice and support

It is recognised that whistle blowing can be difficult and stressful. Advice and support is available from your line manager, HR department and/or your professional or trade union.

"Absolutely without fail- challenge poor practice or performance. If you ignore or collude with poor practice it makes it harder to sound the alarm when things go wrong"

(reproduced with acknowledgement to "Sounding the Alarm" – Barnardos

Appendix 2: Definitions and Symptoms of Abuse

There are four main categories of abuse – physical injury, neglect, sexual abuse and emotional abuse. The list of symptoms given is not exhaustive or comprehensive but consists of frequently observed symptoms. It is important to remember that most abuse involves more than one main type, for example, sexual and emotional abuse may be recognised together. These symptoms, for example cuts and grazes, may also be accidental and not a sign of abuse.

Physical Abuse

Actual or risk of physical injury to a child or failure to prevent physical injury (or suffering) to a child, including deliberate poisoning, suffocation and factitious illness by proxy. This includes excessive punishment.

Symptoms:

Behaviour changes/wet bed/withdrawal/regression	Finger marks
Frequent unexplained injuries	Broken bones
Afraid of physical contact	Cuts and grazes
Violent behaviour during role play	Cigarette burns
Unwillingness to change clothes	Cowering
Aggressive language and use of threats	
Bruising in unusual areas	
Changing explanation of injuries	
Not wanting to go home with parent or carer	

Neglect

Actual or risk of persistent or severe neglect of a child or the failure to protect a child from exposure to any kind of danger, including cold or starvation. Extreme failure to carry out important aspects of care, resulting in the significant impairment of the child's health or development, including failure to thrive.

Symptoms:

Lack of appropriate clothing	Dirty
Cold – complaining of	Body sores
Hunger – complaining of	Urine smells
Unkempt hair	No parental interest
Not wanting to communicate	Behaviour problems
Attention seeking	Lack of respect
Often in trouble – police	Bullying
Use of bad language	Always out at all hours
Lack of confidence – low self-esteem	Stealing
Jealousy	Significantly underweight

Sexual Abuse

Actual or risk of sexual exploitation of a child or adolescent. The child may be dependent and/or developmentally immature. The involvement of dependent, immature children and adolescents in activities to which they are unable to give informed consent or that violate the social taboos of family roles.

Symptoms:

Inappropriate behaviour – language

Withdrawn

Change of behaviour

Role play

Rejecting physical contact or demanding attention

Rocking

Physical evidence – marks, bruising

Knowledge

Pain going to toilet, strong urine

Stained underwear

Bruising/marks near genital area

Drawing – inappropriate knowledge

Relationships with other adults or children for example, being forward

Emotional Abuse

Actual or risk of severe adverse effect on the emotional and behavioural development of a child caused by persistent or severe emotional ill-treatment or rejection. It is important to remember that all abuse involves some emotional ill-treatment.

Symptoms:

Crying

Rocking

Withdrawn

Not wanting to socialise

Cringing

Bad behaviour

Aggression

Behaviour changes

Bribery by parent

Self infliction

Lack of confidence

Attention seeking

Isolation from peers – unable to communicate

Clingy

Afraid of authoritative figures

Treating others as you have been treated

Picking up points through conversation with children