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Pulford V. A. Lower School

September 2018

Child Protection and Safeguarding Policy

Purpose

At Pulford School we recognise:

- Our statutory duty under Section 175 of the Education Act 2002 to ensure that arrangements are in place for safeguarding and promoting the welfare of children.

We will act in accordance with the following legislation and statutory guidance:

- *The Children Act 1989 & 2004 with statutory guidance in updates, both of these acts are also amended by the Children and Social Work Act 2017, which received Royal Assent on 27 April 2017. The school is also aware of the guidance on the NSPCC learning website*

https://learning.nspcc.org.uk/child-protection-system/england/?_ga=2.255325768.1194475021.1536656271-33443600.1536656271

- *The Education Act 2002 (section 175)*
<http://www.legislation.gov.uk/ukpga/2011/21/contents/enacted>
- *The Children and Families Act 2014*
- *The Serious Crime Act 2015*
- *The Modern Slavery Act 2015*
- *The Education (Pupil Information) (England) Regulations 2005*
<http://www.legislation.gov.uk/uksi/2005/1437/regulation/6/made>
- *Working Together to Safeguard Children (DfE, 2018)*
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2018.pdf
This has 4 key topics not included previously : children and the court system, where children are appearing as witnesses; children with family members in prison; criminal exploitation of children (County Lines); homelessness.
- Procedures set out by the Central Bedfordshire Safeguarding Children Board (CBSCB). This will be replaced by local safeguarding partners who will publish reports on local safeguarding practice reviews (Section 17).
<https://centralbedfordshirelscb.org.uk/lscb-website/professionals/professionals>
- What to do if you are worried a child is being abused 2015- guide for practitioners
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

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- Information sharing:
<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>
- Promoting the Education of Looked-after Children (2014)
- Prevent duty - to have due regard to the need to prevent people from being drawn into terrorism – Counter Terrorism and Security Act 2015
(and additional Dfe guidance 'The prevent duty: for schools and childcare providers').
- Supervision of Activity with Children (2012)
- Children Missing in Education (Sept 16)
http://www.centralbedfordshirelscb.org.uk/assets/1/final_safeguarding_c_and_y_p_who_go_missing_from_home_and_care_8_8_14_bbc_agreed_21.pdf
- The school is aware that the context for safeguarding is key and that the assessment of children takes into account all of their social sphere not just at school:
<https://contextualsafeguarding.org.uk/assets/documents/Contextual-Safeguarding-Briefing.pdf>
- Multi-agency guidance on FGM (April 16);HBA and FM
- The Equality Act 2010 this protects people from discrimination (both direct and indirect) and harassment in various fields on the ground of certain 'protected characteristics'.
- Our Common Law duty to protect and keep children safe whilst in our care.
- We are also aware of the church of England's document Valuing All God's children
https://www.churchofengland.org/sites/default/files/2017-11/Valuing%20All%20God%27s%20Children%27s%20Report_0.pdf

We fully acknowledge our responsibilities for child protection and recognise that through our day to day contact with children, school staff are well placed to identify signs of risk and harm which might arise outside of time spent in school (see appendices for full details). Staff are also aware that they should be prepared to identify children who may benefit from Early Help (providing support as soon as a problem emerges at any point in a child's life). Child protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm. Effective child protection is essential as part of wider work to safeguard and promote the welfare of children. We aim to proactively safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced

We recognise that for children: high self-esteem, confidence, risk awareness and good lines of communication help to reduce risks. We recognise that for some children school may be the only stable, secure and consistent environment in their lives.

Aim

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We aim to provide a safe, secure and consistent environment for all our pupils/students regardless of age, ethnicity/religion, disability, gender/sexuality; one in which they feel supported, valued, respected and listened to. We will do this by:

1. Establishing a safe environment in which children can learn, develop and have a voice which is listened to.
2. Adopting safe recruitment practices to check the suitability of both staff and regular volunteers and visitors to the school. We will also ensure that procedures are in place to prevent the unsupervised access to children of adults who have not undergone such a checking process.
3. Raising the awareness of children and equipping them with the skills and knowledge needed to keep safe.
4. Having in place procedures for the identification and reporting of cases where harm or risk of harm to a child is suspected and ensuring that all staff are aware of such procedures.
5. Supporting pupils who have suffered abuse or who are otherwise vulnerable (for example, children living away from home), where appropriate, in accordance with their agreed child protection plan.
6. Having measures in place to facilitate and promote the safe use of technology.
7. Raising awareness amongst staff of intimate care issues.
8. Monitoring and evaluating our safeguarding practices and procedures.

Roles and Responsibilities

Local authorities have overarching responsibility for safeguarding and promoting the welfare of all children and young people in their area. They have a number of statutory functions under the 1989 and 2004 Children Acts which make this clear, and this guidance sets these out in detail. This includes specific duties in relation to children in need and children suffering, or likely to suffer, significant harm, regardless of where they are found, under sections 17 and 47 of the Children Act 1989. The Director of Children’s Services and Lead Member for Children’s Services in local authorities are the key points of professional and political accountability, with responsibility for the effective delivery of these functions.

At Pulford School we recognise that all staff, regardless of their role, have a duty to safeguard children and promote their welfare. Our policy applies to the whole school community: all teaching and non-teaching staff, governors, students/pupils and volunteers and visitors working in the school. Although referring concerns to Children’s Social Care via Designated staff (DSL/DDSL) remains the usual process; in line with the statutory guidance *Keeping Children Safe in Education* (2018), staff will be made aware that **anybody can make a referral**. This might for example arise, where a designated staff member is not immediately available, or where a member of staff feels that the actions of a designated person

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have been insufficient. On occasions when staff do refer to Children’s Social Care directly, they should refer to the Local Authority in which the child is resident (Normally Central Bedfordshire). The LA should make a decision within one working day of a referral being made re: course of action to be taken. The referrer should know the outcome. Staff have the responsibility to follow up on the referral if not informed of the outcome by Children’s Social Care. Information will be displayed in staff areas to enable staff to do refer. Forms are stored on the T-shared area of the server as well as being accessible online. If the child is felt to be in imminent danger a referral should be made and/ or the police called immediately. If after referral a child’ situation does not seem to be improving the DSL/DDSL or referrer should press for reconsideration.

In addition, the Designated Person for Child Protection (Mr Heather and in his absence Mrs Rees and Mrs Major) and the Designated Governors Mrs Birtles have extra roles and responsibilities. The school is aware of the changes in legislation in section 3 of the Statutory Framework for the EYFS and the guidance which has changed to legal requirements. Mrs Major is the Safeguarding Lead for the 3+ and is a designated person for the whole school.

We will:

1. Establish a safe environment in which children can learn, develop and have a voice by:

- 1.1 Ensuring that our buildings and site are secured and that, visitors to the school are properly checked and supervised. A risk assessment is carried out for each visitor or volunteer and a DBS check carried out if deemed necessary.
- 1.2 Having a Health & Safety & Security Policy; Fire Risk Assessment; First Aid policy; Acceptable Use Policy ; Learning Support Policy; Critical Incident Policy; Medicine and medical needs policy; Trips policy; a Racial Equality Policy; a policy for dealing with Racist incidents; Disability Equality Policy Anti-bullying policy; Positive handling; Behaviour and Discipline policy incorporating physical intervention policy and procedures and ensuring that they are reviewed regularly and understood by all staff in line with *Safer Working Practice for the protection of children and staff in Education Settings (archived but still useful)*. Pulford ensures that staff adhere to the policies and promote their principles of value, respect and acceptable behaviour amongst our pupils/students.
- 1.3 Ensuring that all staff are risk aware and routinely conduct risk assessments, as appropriate to their individual role and responsibilities and activities undertaken.
- 1.4 Ensuring that all staff and governors have been made aware of Central Bedfordshire’s *Safer Working Practice for the protection of children and staff in Education Settings and Keeping Children Safe in Education document (September 2018)* and work to the guidance contained therein. Staff sign a document/send an e-mail to say that they have

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read and understood any updates. That students and regular volunteers are aware of procedures outlined in the student and adult volunteer policies.

- 1.5 Following Bedfordshire’s LSCB procedures where an allegation is made against a member of staff or volunteer. Where such an allegation is made, the Head Teacher should be notified. He will follow the school policy and the DFE’s statutory guidance in Part 4 of Keeping Children Safe in Education. If necessary they will notify the authority’s Allegations Manager (currently Owen Philips and Jenny Lloyd/Rosemary Webster, 03003004832 or 0300300483 or Conference and Review Service on 0300 300 8142). Where such an allegation is made against the Head Teacher, the matter will be referred to the Chair of Governors (currently Paul Whittington) who will likewise follow the same procedure:

<https://www.centralbedfordshirelscb.org.uk/lscb-website/professionals/allegations-against-adults-working-with-children>

- 1.6 Ensuring that the Discipline and Behaviour policy (which incorporates the Physical Intervention policy) and the Positive Handling Policy is understood by all staff.
- 1.7 Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children and that the Whistle-blowing (Confidential) and Parental Complaints Procedure policy are understood by pupils, parents and staff (as appropriate). The Head Teacher will have responsibility for this and also for ensuring that any deficiencies are brought to the attention of the Governing Board. Whistleblowing procedures are reflected in the staff code of conduct. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding Child protection failures internally. Staff can call 080002802855 from 8am – 8pm or e-mail help@nspcc.org.uk.
- 1.8 Establishing and maintaining an environment where children feel safe, valued, are encouraged to talk and are listened to. Student voice plays an important role at Pulford school and to this end the school council, Playground Friends and the ‘rainbow bench’ all assist to make children feel safe and secure. Within class individual classes have their own ways of dealing with this in the form of: buddies; circle of friends; and within PSHE and ‘circle time’. From time to time posters for anti bullying campaigns or organisations such as the NSPCC and childline are displayed.

2. Adopt safe recruitment practices to check the suitability of both staff, governors and regular volunteers and visitors to the school. We will also ensure that procedures are in place to prevent the unsupervised access to children of adults who have not undergone such a checking process. We will do this by:

- 2.1 Following the guidance set out in part 3 of Keeping children safe in education publication (September 2018). References and identity will be verified and all documentation kept in a

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single central record. All staff and regular volunteers and visitors will be vetted in accordance with these guidelines.

- 2.2 Ensuring that at least one member of the Board of Governors and the Head Teacher have received training on Safer Recruitment Practices (at this time Mr Heather, Mr Webb, Mrs Major, Mrs Tew, Mrs Birtles, Mrs Howe and Mrs Rees have all undertaken safer recruitment training). As we are a Voluntary Aided school the Governing Board employs our own staff, Mr Webb overseas recruitment and contracts. New staff are DBS checked with Central Bedfordshire. Mrs Birtles undertakes periodic checking of the Single Central Record along with Mr Webb. She signs off any additions of e.g the latest employees once she has checked them against the SCR. This is kept in hard copy and e-copy.
- 2.3 Ensuring that all staff interviews have at least one person on the panel that has completed safer recruitment training.
- 2.4 Referring concerns about the suitability of staff to work with children and young people to the Independent Safeguarding Authority (ISA) in cases where that individual is believed to have harmed or to pose a risk of harm children or vulnerable adults.
- 2.5 Ensuring that adults involved in the provision to children of extended services and school activities outside of normal school hours are subjected to the same level of vetting and or security arrangements as other staff and volunteers. The school at present does not undertake overseas exchange visits and so those guidelines on DBS checks do not apply.
- 2.6 Ensuring that LSCB procedures are followed including those for managing allegations and concerns regarding staff and volunteers working with young people.
- 2.7 Ensuring that where school premises are used by other bodies both during and outside school hours, the Governing Board will be responsible for seeking assurance that the body concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection. The Lettings policy also states 'The school will contact the Access and Referral Hub (office hours 03003008585; out of hours – 3308123) if they suspect that the letting or gathering has been used for political purposes, not previously authorised by the head teacher, the dissemination of inappropriate material or other purposes which could be reportable under the new statutory Prevent duties or which contravene current legislation in any way'.

3. Raise the awareness of children and equip them with the skills and knowledge needed to keep safe by:

- 3.1 Including opportunities through the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.
- 3.2 Ensuring that children know that there are adults in the school whom they can approach if they are worried.

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- 3.3 Displaying/distributing appropriate safeguarding materials and information such as NSPCC assemblies.
- 3.4 Following the school's AUP.
- 4. Have procedures for the identification and reporting of cases where harm or risk of harm to a child is suspected and ensure that all staff are aware of such procedures. We will do this (in adherence with the guidance set down in *Working Together to Safeguard Children (2018)*; Part 4 of keeping Children Safe in Education; *LSCB Safeguarding Inter-Agency Procedures*: <https://centralbedfordshirelscb.org.uk/lscb-website/professionals/inter-agency-procedures>**
- 4.1 Allocating a member of the school's leadership team to the role of lead 'Designated Person' for child protection. This role is currently carried out by Mr Heather.
- 4.2 Having at least one named member of staff to deputise in the absence the main designated person. This role is currently carried out by Mrs Rees or Mrs Major.
- 4.3 Providing time and support for these roles.
- 4.4 Ensuring that appropriate training for staff performing this role is enabled and updated as necessary or in any case, every 2 years as a minimum. All staff receive appropriate safeguarding and Child Protection training regularly and receive updates via briefings and staff meetings. New members of staff are given induction training and those with English as a second language or low literacy skills are offered extra time with a senior member of staff to go through the policies and documents such as 'Keeping Children Safe in Education'. A working knowledge of The Early Help Assessment process (EHA) is also useful as this is a standardised approach to assessing children and young people's needs and deciding how they should be met. The EHA is a key element to deliver more effective early intervention and prevention and is a tool for the identification and initial assessment of children and young people considered to be in need of additional support <https://www.centralbedfordshirelscb.org.uk/lscb-website/professionals/early-help>
- 4.5 All staff and volunteers must be aware that the main categories of abuse are:
- Physical abuse
 - Emotional abuse
 - Sexual abuse including child sexual exploitation
 - Neglect

These categories are described in more detail in Appendix 5 including specific safeguarding issues such as child sexual exploitation and Female Genital mutilation (FGM), forced marriage (FM), honour based abuse (HBA), preventing radicalisation. The LSCB has comprehensive procedures for dealing with these crimes (FM is now a specific offence under s121 of the Anti-Social

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Behaviour, Crime and Policing Act 2014).

http://www.bedfordshirelscb.org.uk/assets/1/pan_beds_fgm_fm_hbv_strategy_final_september_2016.pdf

Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting 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 (see appendix 5.23).

New safeguarding strategies include: hate; mental health; missing children and adults; relationship abuse. The signs indicating the possibility of abuse are described in Appendix 6. The abuse may be instigated by one or more adults, and/or other children and young people. Children with SEND are particularly vulnerable.

If any member of staff has a concern that a child in their care has suffered any of these forms of abuse, they must report their concerns to, and seek advice from the Designated Safeguarding Lead (DSL), or in his/her absence, the Deputy Designated Safeguarding Lead (DDSL), as soon as possible, and never later than the end of the working day. If there is concern as to whether it is safe to allow the child to go home that day, then all effort must be made to inform the Designated Safeguarding Lead (DSL) immediately so that the Access and Referral Hub can be contacted and/or the police (see appendix 1 useful numbers) and the necessary protective measures implemented. If this is not possible then anyone can undertake a referral. Assessment and threshold guidance can be found at :

<http://www.bedfordshirelscb.org.uk/lscb-website/professionals/the-importance-of-thresholds> .

A child may disclose sensitive information at any time of the day, and in particular this may occur outside of normal lesson time, e.g. break periods or during before/after school club sessions. It is therefore imperative that **all** the staff are aware of the signs and behaviour which **may** indicate abuse.

All staff must:

- Recognise that a disclosure may come directly from the child, or from a third party, e.g. friend, neighbour, other family member. Alternatively, it may be through the suspicion of staff based on a variety of symptoms and knowledge of possible indicators of abuse.
- Take seriously any disclosures made to them and provide reassurance to the discloser through their responses and behaviour.

When receiving a disclosure from a child that he/she has been abused in some way the member of staff must:

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- Find time and, if necessary, a suitable place to listen to the child, when information about possible abuse comes to light.
 - Listen to what is being said without displaying shock or disbelief.
 - Not make false promises which may not be able to be fulfilled and do not promise confidentiality. If the child asks that information is kept secret, it is important that you tell the child in a manner appropriate to the child's age/stage in development that you cannot promise complete confidentiality – instead you must explain that you may need to pass information to other professionals to help keep the child, or other children, safe. However, staff need to maintain an appropriate level of confidentiality sharing information on a 'need to know' basis.
 - Allow the child to talk freely. Do not cross examine, interview, probe or ask to see any injury that is not visible. Listen, only asking questions when necessary to clarify. Use the TED principles – Tell; Explain; Describe.
 - Not criticise the alleged perpetrator.
 - Reassure the child that what has happened is not his or her fault.
 - Stress that it was the right thing to tell.
 - Explain what has to be done next and who has to be told.
 - Find out just enough to be sure of the need to refer, and keep any questions open rather than closed. Education is a referrer, not an investigative agency for child protection matters. An incident may eventually end up as a court case and children's evidence can all too easily be compromised by leading questions or repeated recital.
 - Make records that are factual, accurate and relevant and avoid subjective judgements. It is not the school's responsibility to 'check out' what any child tells nor should any abuser be questioned.
 - Sign and date the record of the disclosure.
- 4.6 Having a nominated governor responsible for child protection and safeguarding, who will review our safeguarding policies, procedures and practices regularly and be the link person between the designated member of staff for child protection and the school governing Board. This role is currently carried out by Mrs Birtles. Minutes from the meetings are kept in the child protection file, the key to which is kept by the head teacher.

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- 4.7 Ensuring that every member of staff (employed directly or indirectly via another organisation; permanent and temporary), volunteer and governor is aware of this policy and their own role in safeguarding and promoting welfare and the identity and role of the designated person/s. All staff and governors will be given a copy of this policy and volunteers will be made aware of the procedure in the ‘Adult Volunteer helper and Work Experience Students in school policy’. Anyone can make a referral following the procedures.
- 4.8 Having processes in place to ensure that all new staff receive safeguarding training/briefing appropriate to their role, as part of their induction and thereafter have access to refresher training as required or in any case, every 2 years as a minimum (last refresher 2015 with PREVENT course and updates January 2016,17 and new refresher course booked for January 2018).
- 4.9 Requiring **all** staff and volunteers, to report **any** safeguarding concerns to the Designated Person for Child Protection, (Mr Heather and in his absence Mrs Rees or Mrs Major), regardless of whether or not they feel that the concern is either serious or substantiated. Any concerns should be raised immediately or as soon as is reasonably practicable and accompanied by signed, dated, written record. This expectation will be communicated through regular training. The concern will then be placed in the school’s safeguarding file for that child (or create one if necessary).
- 4.10 Enabling the Designated person for Child Protection to make decisions regarding the action to be taken following a concern being brought to his/her attention (see 4.12). Working Together to Safeguard Children 2013 introduced a single assessment framework for Children’s Social Care, which replaced initial and core assessments, this was then updated in 2015. http://centralbedfordshirechildcare.proceduresonline.com/chapters/p_ch_fam.html (Where appropriate, this may follow consultation; for example with Children’s Social Care or the Authority’s safeguarding advisors).
Ensuring that where there is a suspicion that a child might have suffered or be at risk of suffering significant harm, the matter will be referred to Children’s Social Care in accordance with *LSCB Safeguarding Inter-Agency Procedures online*.
<http://bedfordscb.proceduresonline.com/index.htm> This will normally be done via the Designated Person/s for Child Protection unless they are not available and to wait for them to become available would pose an unacceptable delay. However, anybody can make a referral. If the child’s situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point. The social care team will then escalate according to flow chart 4 P.38 of Working together to Safeguard children 2018
<file:///T:/Safeguarding/Working Together to Safeguard Children-2018.pdf>
- 4.11 Ensuring that where concerns remain about the welfare or safety of a child following referral to/intervention by Children’s Social Care, these concerns are shared with Children’s Social

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Care & recorded in writing by the Designated Person. Where the Designated Person believes that a decision made by another professional exposes a child to risk/continuing risk of significant harm, they will ensure that the fact that they disagree with that decision is recorded; both by them and where possible on relevant minutes and case papers held by other professionals involved. They will also escalate the matter, as per the Local Authority Protocol.

- 4.12 Making the Designated Person/s for Child Protection responsible for creating and maintaining written records in respect of all children for whom safeguarding concerns have been identified, regardless of whether there is a need to make an immediate referral. These confidential records, which will be kept securely and separate from the main pupil file, will include a chronology of events. The pupil's main file will indicate the existence of a separate safeguarding/child protection file.

Ensuring that in line with early intervention principles, where the threshold of significant harm is not met but a child is believed to be a 'child in need' of additional support/services (under section 18 of the Children Act 1989), we either provide that support or refer the child to other agencies or Access and Referral Hub as appropriate. The designated person will use the threshold criteria published by LSCB.

http://centralbedfordshirechildcare.proceduresonline.com/pdfs/threshold_criteria.pdf . If the thresholds are met, then an Early Help Assessment will be made

www.centralbedfordshire.gov.uk/eha. The Designated Person will engage with families and ensure that parents/carers and young people are fully involved in completing in an EHA. The Early Help Assessment (EHA) is a standardised approach to assessing children and young people's needs and deciding how they should be met. The EHA is a key element to delivering more effective early intervention and prevention and is a tool for the identification and initial assessment of children and young people considered to be in need of additional support. If the Early Help Assessment has resulted in a plan that is enabling the child to achieve their full potential then a referral to Social care may not be necessary, if however, a referral does need to be made then a BIC 100 form will be completed for referral to Social care. This is all done on-line and hard copies are e-mailed once submitted

<https://www.centralbedfordshire.gov.uk/officeforms/Bic100.ofml>

The lead professional will also decide if a referral to (MARAC) - Multi-Agency Risk Assessment Conference for those at risk of harm from [domestic abuse](#) is necessary (see appendix 4).

4.13

The Designated Person will ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out our obligations in the school prospectus and publishing our policy on the website. Parents and carers will be informed that in certain circumstances there may be a need to contact other agencies without first notifying them. This decision will be made in partnership between Education Services and Children's Social Care Services. It will be made clear that this is a legal obligation and not a personal decision.

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- 4.14 Providing and, as appropriate, soliciting additional support from other professionals, for all vulnerable pupils/students including those with disabilities, minority status and those with a history of abuse.
- 4.15 Ensuring that issues of confidentiality are understood by all staff, including the need not to offer confidentiality in certain situations; that safeguarding information should be treated as confidential and only shared as part of the agreed school and Central Bedfordshire Safeguarding Children Board protocols; All staff/volunteers in school have a responsibility to share relevant information about the protection of children with other professionals; Staff / volunteers who receive information about children and their families in the course of their work shall only share that information only within appropriate contexts.
- 4.16 Developing effective links with agencies which provide support to our vulnerable pupils and co-operate as required with their enquiries regarding child protection matters.
- 4.17 Providing advice and support for all staff members who are dealing with a pupil for whom their concerns are stressful and upsetting.
- 4.18 Supporting the Authority’s policies on school attendance and children missing education, also adhering to the missing children procedures <https://centralbedfordshirelscb.org.uk/lscb-website/professionals/missing-and-absent> in the case of children who run away or go missing. CME tracking sheets used if appropriate. The Statutory Guidance on Children Who Run Away or Go Missing from Home or Care 2014 is issued under Section 7 of the Local Authority Social Services Act 1970 and states that local authorities must offer an independent return interview to all children who run away or go missing from their family home or care.

Checks are made on children who are absent and parents are requested to phone in if a child is sick. Children leaving at unusual points in the term are followed up with the receiving school in line with protocol. Completed safeguarding forms/records will be kept for the duration of the child's school career and where a child changes school the forms/records will be copied to the Designated Safeguarding Lead (DSL) at the receiving school. The school will retain a receipt for the records signed by the receiving school. The information contained will be regarded as confidential. However, sharing of information between practitioners and organisations is essential for effective identification, assessment, risk management and service provision. Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children and young people at risk of abuse or neglect. The school follows the advice on Information sharing March 2015

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419628/Information_sharing_advice_safeguarding_practitioners.pdf Any request for access to the information by non-Central Bedfordshire Safeguarding Board agencies (e.g. Solicitor, investigating agent) will be referred to the Head teacher/Child Protection Designated Safeguarding Lead (DSL) who is advised to seek legal advice before acting.

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5. Support pupils who have suffered abuse or who are otherwise vulnerable (for example, children living away from home), where appropriate, in accordance with their agreed child protection plan by:

- 5.1 Maintaining close communication between the Designated Person and allocated social worker and ensuring that the social worker will be informed of any issue that gives cause for concern.
- 5.2 The Head Teacher having responsibility for ensuring that sufficient resources and time are allocated to safeguarding and that staff are released to participate in safeguarding processes, core groups and meetings (especially child protection case conferences).
- 5.3 Ensuring (through the Designated Teacher for Child Protection) that the attendance of any child subject to a child protection plan, or otherwise believed to be at risk of harm, is closely monitored and completing any necessary activities.
- 5.4 Belonging to ‘Relay’ a Central Bedfordshire initiative which focuses on early reporting to schools when a child or young person has been involved in a domestic abuse incident. Upon receipt of a police referral, the Relay Support Officer is able to liaise with the nominated Key Adults within each respective school and share information about the child/young person who has witnessed or been subject to domestic abuse. The Key Adult then shares the information with relevant staff and they jointly assess what type of support (silent or overt) needs to be offered to the affected child or young person.
- 5.5 Ensuring that where there are concerns about the absence from school of a child for whom there are child protection concerns, the office manager, under the direction of the Designated Person, will bring the absence to the attention of the Education Welfare Service. In these circumstances, the Education Welfare Officer will prioritise a visit to the child’s home.
- 5.6 Notifying the Fostering Duty Desk when children come to our attention as being cared for in ‘private fostering arrangements’ in accordance with advice from LSCB - Fostering Duty Officer on **0300 300 8181** or by email fostering@centralbedfordshire.gov.uk. (See appendix 2 for definition of ‘private fostering’)
- 5.7 Making the Designated Person/s for Child Protection responsible for making arrangements to ensure that a copy of a pupil/student’s safeguarding/child protection file (where one exists) is securely transferred in a timely fashion to the designated person at the receiving school/college when a pupil/student transfers. This file will be transferred separately from the main pupil record.
- 5.8 Ensuring that where a child has an allocated social worker, the Designated Person takes responsibility for notifying the social worker or their office, of any change in that child’s circumstances, including any changes to schooling arrangements.
- 5.9 Ensuring that if a child also has SEND that they have additional mentoring and access to support.

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6. Having measures in place to facilitate and promote the safe use of technology by:

- 6.1 e-Security: keeping the electronic data we hold about pupils and families secure by password protection for access to systems, secure data transfer by County supported systems (such as anycomms) and following guidelines as laid down by Central Bedfordshire Council.
- 6.2 e-Safety: Promoting e-safety awareness amongst children and their parents/carers by specific teaching of safety in ICT lessons, awareness evenings for parents, combating cyber – bullying as outlined in the appendices to the Anti-bullying and Harassment Policy, Internet Policy, AUP, parental signature agreeing to internet use on first starting at the school and ensuring all members of the school community know their access rights and responsibilities in using ICT. Children are not allowed mobile phones in school, but staff should be aware that many will have them at home. Children need to be taught the reasons why schools have filters to keep children safe and that when they use mobile data they will have none of that security
<https://www.thinkuknow.co.uk/>
- 6.3 Having an Acceptable Use Policy in relation to the use of technology in the school and which contains the detail of how we will achieve e-security and promote e-safety. The school follows the ICO's (Information Commissioner's Office) advise on data protection and photographs – 'Photo's taken for purely personal use are exempt from the data protection act'. Therefore, parents at this school are allowed to take pictures of sports days and plays etc for personal use, this does not include social networking sites such as Facebook. Parents sign an agreement to allow children to be photographed in school for a variety of purposes such as tracking progress and the school prospectus. If a child's parents do not sign this agreement the child must be removed by staff from situations where their photograph may be taken.
- 6.4 Mobile phones/ cameras – Whilst we understand that most staff will have a mobile phone our policy needs to reflect the best interests of our children at all times. Therefore, unless there are mitigating circumstances agreed with the leadership team in advance, mobile phones should not be used during teaching time. If phones are kept in the classroom they should be on silent or switched off and out of sight to respect children's learning. They should not be used in corridors or public spaces. Private spaces should be sought for appropriate emergency conversations. Additionally, if staff are involved in intimate care duties, supervising changing for PE, swimming etc special care should be taken to ensure that no mobile photographic equipment should be present when carrying out these duties. Parent helpers should be informed of this policy by the teacher in charge should they assist during physical activities. Peripatetic coaching staff/parent volunteers should be informed of this policy. Lockers are provided for staff for secure keeping of personal items as outlined in the health, and safety and security policy. This policy not only ensures child safety but protects staff against false allegations. However, in certain circumstances such as first aid; parent communication; teaching and learning; trips etc using mobile equipment may be appropriate. For planned activities school equipment should be used. We would prefer parents and visitors not to use mobile phones whilst in the school buildings or grounds but we recognise this would be

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impossible to regulate. We therefore ask that usage of mobile phones, whilst on the school premises, is kept to a minimum, is courteous and appropriate. It would not be appropriate, for example, to be talking on the phone in a corridor –volunteers are urged to find an appropriate location for urgent phone calls only. Parents are permitted to use mobile phones and similar devices to photograph and/or video school events, such as shows and sports day, but parents must be aware that ‘personal use’ means **not** posted on social media without the consent of those in the view finder. Should parents wish to post their own children’s photo they should be aware of the dangers that this can pose. It is very easy for people to work out a child’s name, address, birthday etc from posts. Parents should be aware that some children are not permitted to have their photo taken for safeguarding reasons and they should respect those parents’ wishes and concerns. Children are not permitted mobile phones in school. Parents should be aware that mobile devices have none of the protection that school equipment has and ensure their own child’s safety as appropriate.

- 6.5 Conducting, through the Governing Board, an annual review of the school’s Acceptable Use Policy.
- 6.6 Ensuring that all members of staff with access to ICT systems are responsible for taking the appropriate steps to select and secure their passwords.
- 6.7 Making staff and pupils/students aware that all school ICT activity and on-line communications may be monitored, including any personal and private communications made via the school network.
- 6.8 Conducting an annual assessment of information risks, which will be reported to the Governing Board.
- 6.9 Making all staff and pupils aware that they have a responsibility to report e-safety or e-security incidents.
- 6.10 Establishing that all staff and pupils know that incidents are reported to Mr Heather who will investigate them and if necessary refer on. Incident records will be reviewed regularly and any outstanding actions delegated, by the Senior Leadership Team at a minimum frequency of once per term. Through this review process, management shall update the risk assessment in light of new incidents as appropriate.
- 6.11 Reviewing this log with the Safeguarding Governors at their regular visits and informing them of any actions/ action plans.

7. Intimate care

We believe that all children have a right to safety, privacy and dignity when contact of an intimate nature is required (for example, assistance with toileting or removing wet/soiled clothing). We will ensure this by:

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- 7.1 Having a care plan or SEND support plan which is agreed with parents for all children who require intimate care on a regular basis. Children should be encouraged to act as independently as possible and to undertake as much of their own personal care as is practicable. Parents are asked to sign the 'procedure for toileting accidents' form in their joining pack. Where possible the child will be changed by a member of staff of the same gender, although in a predominantly female staff, this is not always practical. Regard will be given to any cultural preference stated. When assistance is required staff should ensure that another appropriate adult is aware of the tasks to be undertaken.
- 7.2 Ensuring that children with additional vulnerabilities (which may arise from the physical disability or learning difficulty) are additionally protected by recording these vulnerabilities in their care plan which is negotiated, agreed and recorded by the school in partnership with parents and seeking, where appropriate the views of the pupil. This plan will be reviewed regularly.
- 7.3 Ensuring that all adults carrying out these tasks have undertaken safeguarding training and understand the need to report concerns about physical changes such as marks, bruises, soreness etc. This would also include awareness of school policy such as not carrying mobile phones with cameras when carrying out intimate care.
- 7.4 Staff will make other staff aware of the tasks being undertaken and record the date, time and member of staff informed on a simple chart.
- 7.5 Staff will explain to the child what they are going to do.
- 7.6 Staff will consult with colleagues and parents/carers where any variation from agreed procedure/care plans is necessary and record it.
- 7.7 Equipment will be kept securely in a labelled box in the disabled toilet. In case of assistance being required this area has an emergency bell cord. Gloves will be worn by staff at all times and an apron if necessary. All equipment will be wiped down after use with disinfectant wipes. Soiled nappies will be secured in nappy bags along with other soiled equipment and disposed of in a separate, lidded and labelled, container. Soiled clothes will be securely wrapped in a plastic bag and returned to parents. All procedures undertaken will be done in the spirit of 'in loco parentis' with particular care given to preventing infections, for example, girls being cleaned from front to back. Both child and adult will always wash hands afterwards. The record chart will be filled in as soon as possible afterwards and any necessary deviations from the care plan communicated to parents and other relevant staff.

8. We will monitor and evaluate our safeguarding practices and procedures in line with this policy by:

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- 8.1 Ensuring accountability by placing ultimate responsibility for safeguarding and this policy with the Governing Board and responsibility for the implementation of this policy with the Head Teacher.
- 8.2 Ensuring that staff are made aware of particularly vulnerable groups of children such as CLA or Previously Looked after children and those with SEND.
- 8.3 Ensuring that the Designated Governor for Safeguarding has termly meetings with the Designated Member of Staff for Child Protection, in order to monitor and assess the effectiveness of the school’s response to safeguarding and promoting welfare, in line with this policy. As necessary, action plans will be formulated to address areas for development.
- 8.4 Identifying and responding to new/revised guidance issued by government bodies, the Local Safeguarding Children Board and the Local Authority as set out in the appendices.
- 8.5 Reviewing this policy on an annual basis.

Policy endorsed by the Governing Board on

SignedChair of the Governing Board

Equal opportunities

All young people will be treated equally, regardless of race, creed or gender.

The policy will be applied regardless of culture, faith or belief.

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Appendix 1

Useful numbers:

The LADO (also known in Central Bedfordshire as the Allegations Manager) oversees investigations into allegations and concerns against adults who work with children and young people in both a paid and voluntary capacity.

The criteria for LADO intervention is where the behaviour of an adult has resulted in a child being harmed or at risk of harm; a criminal offence may have been committed or the behaviour of the adult may indicate unsuitability to work with children.

If you have concerns about the conduct and behaviour of someone working with children and young people you can contact Central Bedfordshire’s LADO as follows:

LADO - tel no 0300 300 4832 or 0300 300 4833

LADO Administrator – tel no 0300 300 4832 or by contacting the

Conference and Review Service on 0300 300 8142

Children’s Specialist Services 0300 3008142

Assessment thresholds and guidance with the relevant numbers can be found at:

<http://www.centralbedfordshire.gov.uk/school/professionals/information-practitioners/threshold-criteria.aspx>

Access and Referral Hub (formerly Intake and Assessment and Early Help Teams) 0300300 8585

Other numbers can be checked for updates at:

http://bedfordscb.proceduresonline.com/chapters/pr_contacts.html

For the new web-based version of the Bedford Borough, Central Bedfordshire and Luton Safeguarding Children Board Procedures Manual follow <http://bedfordscb.proceduresonline.com/chapters/contents.html>

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Appendix 2

Definition of Private Fostering

A private fostering arrangement is essentially one that is made without the involvement of the Local Authority, for the care of a child under the age of 16 (under 18 if disabled) by someone other than a parent or close relative, for 28 days or more.

Examples of private fostering might include a child or young person living with great grandparents, godparent, great aunt or uncle, a family friend, a step parent where the couple are not legally married or a cousin. It will also include a host family who are caring for a child from overseas whilst they are attending education.

Private Fostering would not include a child or young person living with a brother, sister, grandparent, aunt, uncle, and a step parent where the couple are legally married or with a mother or father.

It is a legal duty for parents or the private foster carer to notify Central Bedfordshire's Fostering Service but we also urge anyone who works with children or young people to help identify those potentially vulnerable children.

Help us to keep children safe and support families in your local community by informing us of these arrangements and contacting our Fostering Duty Officer on **0300 300 8181** or by email fostering@centralbedfordshire.gov.uk.

Appendix 3

The Public Interest Disclosure Act 1998 encourages individuals to raise concerns about malpractice in the workplace and this Code makes it clear that employees can raise serious concerns without fear of victimisation, subsequent discrimination or disadvantage and is intended to encourage and enable employees to raise those concerns within the Council, rather than overlooking a problem or “blowing the whistle” outside.

“Whistle-blowing” is the mechanism by which staff can voice their concerns, made in good faith, without fear of repercussion. Staff should acknowledge their individual responsibilities to bring matters or concern to the attention of senior management and/or external agencies. This is particularly important where the welfare of children may be at risk. Staff should follow the school’s whistle-blowing procedures.

As a first step, concerns should normally be raised with your immediate manager or their superior. This depends however, on the seriousness and sensitivity of the issues involved and who is suspected of the malpractice. For example, if you believe that management is involved you should approach the

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safeguarding Governor (Mrs Birtles) or the Chief Executive, Director of Corporate Resources, the Council’s Monitoring Officer, or Head of Audit, Risk and Health and Safety.

Full details of this Procedure can be found within the Central Bedfordshire Council Ethical Handbook, available online at

<https://centralbeds.moderngov.co.uk/documents/s12486/item%20%20planning%20code%20of%20conduct%20italised%20version.pdf>

If a staff member is unhappy with a decision to put a child in for example a Child in Need rather than Child protection Plan, then they should follow the escalation policy from the LSCB.

If a member of staff feels unable to raise concerns regarding internal child protection failures, they can call the NSPCC helpline 8am -8pm 08000280285 or e-mail help@nspcc.org.uk

Appendix 4

Domestic Violence

Please visit the [Bedfordshire Domestic Violence and Sexual Abuse Partnership](#) for information on partnership working in Bedfordshire.

The Bedfordshire Domestic and Sexual Abuse Partnership brings together the main statutory and voluntary agencies who are working together to provide and improve services in relation to domestic abuse & sexual abuse across Bedfordshire. The Partnership is actively implementing Strategies and Action Plans which are available on request. The partnership also offers a two tier [training programme](#).

What is a domestic abuse MARAC?

MARAC stands for Multi-Agency Risk Assessment Conference. It is a meeting where agencies talk about the risk of serious harm to people experiencing domestic abuse in their area, and make safety plans to support those at most risk. The aim is to increase the safety and well-being of the adults and children involved, and reduce the risk of them becoming repeat victims.

When and how do I refer to a MARAC?

If domestic abuse is disclosed to you, the [Risk Indicator checklist](#) (part of the referral forms) should be completed with the client. If this meets with the referral criteria it should be referred to the MARAC. There may be cases where the threshold for referral are not met. Professional judgement should be exercised at all times and in cases where there is an absence of full information or based on your experience you believe it should be referred anyway, please contact the MARAC co-ordinator to discuss this. <https://centralbedfordshirelscb.org.uk/lscb-website/professionals/domestic-violence>

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Appendix 5

Types of abuse and neglect (taken from keeping Children Safe in Education).

20. **Abuse:** 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. They may be abused by an adult or adults or another child or children.

21. **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

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

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

Peer on peer abuse Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals. Sexual violence and sexual harassment between children in schools and colleges Context Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

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Children who are victims of sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk. Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting neither should a victim ever be made to feel ashamed for making a report. If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 22 in Part 1 of KCSIE. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf

24. 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 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.

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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 <http://www.tes.co.uk/> and also on its own website www.nspcc.org.uk Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website: child sexual exploitation (CSE) – see also below; bullying including cyber bullying; domestic violence; drugs ;fabricated or induced illness; faith abuse; relationship abuse; female genital mutilation (FGM) – see also below ;forced marriage; HBA;gangs and youth violence ; gender-based violence/violence against women and girls (VAWG);mental health ;hate; private fostering; radicalisation; sexting ;teenage relationship abuse; trafficking and help for those at risk of trafficking as outlined in the Modern Slavery Act 2015.

Staff should be aware safeguarding issues may manifest themselves via peer on peer abuse.

The school is aware of its duties under the Serious Crime Act 2015:

Section 66-76 offences involving children; section 66 – child cruelty; section 67 – sexual communication; section 68 – sexual exploitation; section 69 – possession of a paedophile manual. The LSCB has a robust strategy set out at: <https://centralbedfordshirelscb.org.uk/lscb-website/home-page>

to address this issue which is informed by the See Me, Hear Me Framework (www.childrenscommissioner.gov.uk). Further information is to be found at <http://www.bedfordshireagainstcse.org/>

The school is aware of its duties under the Serious Crime Act 2015: section 70 FGM; section 71 – provides anonymity for victims; section 72 offence of failing to protect a girl at risk of FGM; section 73 FGM court orders; section 74 duty to notify police; section 75 Guidance from the secretary of state; section 76 controlling or coercive behaviour in intimate or family relationships. The school is aware that FM is a specific offence under s121 of the Anti-Social Behaviour, Crime and Policing Act 2014. The school recognises that FGM, FM & HBA cannot be considered in isolation to other forms of abuse or exploitation and that there can be an overlap with other areas of need. The LSCB strategy makes it clear that incidents are considered and implemented alongside other strategies and procedures.

The Modern Slavery Act 2015 – creates two new civil orders to prevent modern slavery; establishes an Anti-Slavery Commissioner; makes provision for the protection of modern slavery victims; aims to help children/young people at risk of trafficking. Guidance on the duty to notify and the MS1 form can be found here <https://www.gov.uk/government/publications/duty-to-notify-the-home-office-of-potential-victims-of-modern-slavery>

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Further information on Child Sexual Exploitation and Female Genital Mutilation

Child Sexual Exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly ‘consensual’ relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. 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 recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Female Genital Mutilation (FGM): 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. There is a range of potential indicators that a child or young person may be at risk of FGM, 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. 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. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with Police and Children’s Social Care.

This document is available to download at: www.gov.uk/government/publications

Forced marriage and FGM can occur in Lower school aged children (or before). Urgent referrals under section 47 should be made to the Police, Child Abuse Investigation Unit (CAIU)/Social Care.

The 2003 Act regards FGM as mutilation with a max penalty of 14 years imprisonment. New legislation means that parents can be prosecuted in connection with FGM. There are FGM court orders to prevent occurrence in the same way as there are for forced marriage

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/573786/FGMPO - Fact Sheet - 1-12-2016 FINAL.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/573786/FGMPO_-_Fact_Sheet_-_1-12-2016_FINAL.pdf)

Contact Bedfordshire police if required on 01582-394355/07507648060 and ask for Esther Morris or Josie Haines. Forced Marriage Civil Protection order: www.hm-courts-service.gov.uk/14490.htm.

Forced Marriage Unit <http://www.fco.gov.uk/forcedmarriage>.

Appendix 6

Indicators of Abuse

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

There are four categories of abuse, which may result in a child becoming subject of a Child Protection Plan. They are:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse including Child Sexual Exploitation
- Neglect

Possible indicators of Physical Abuse

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

Possible indicators of Emotional Abuse

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

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- Extremes of passivity or aggression
- Drug/solvent abuse
- Running away
- Compulsive stealing or scavenging.

Possible indicators of Sexual Abuse

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

Possible indicators of Neglect

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