



# **Sharman's Cross Junior School**

## **CHILD PROTECTION POLICY AND PROCEDURES**

## **Introduction**

This policy sets out how the *Governing Body of Sharmans Cross Junior School* is carrying out its statutory responsibility to safeguard and promote the welfare of children in accordance with Section 175 of the Education Act 2002.

This policy relates to *Child Protection* and sits within a suite of other safeguarding policies. The Policy applies to all staff (teaching and non teaching), governors and volunteers, temporary and supply staff working in the school. It will be reviewed annually by the *Governing Body*, and is in line with the expectations of Ofsted which inspects schools' safeguarding arrangements.

### **Aims:**

- To give guidance to staff to ensure best practice
- To demonstrate the links with other relevant policies to safeguard the general welfare of children
- To provide a clear statement of the school's responsibilities in the event of a concern about the conduct of a member of staff
- To identify key individuals and their specific role
- To ensure that all necessary internal and inter-agency child protection procedures are in place as required

### **Principles:**

- This school recognises its responsibility to protect and safeguard the welfare of the children and young people entrusted to our care by establishing a safe environment in which children can learn and develop. The policy applies to all children between the ages of 0-18 whose care and education comes within the remit of this school. ( For some special schools this age range goes beyond 18 ).
- This school recognises that the responsibilities outlined in the above paragraph extend to include those pupils who remain on school role but receive some education through alternative provisions.
- The staff and governors of the school are committed to establishing and maintaining an environment where children feel secure, are encouraged to talk, and are listened to. We will ensure that children

know that there are adults in the school who they can approach if they are worried and that the principles of confidentiality are made clear to children and young people. The school promotes a positive, supportive and secure ethos, giving pupils a sense of being valued. We listen to children and respond to their needs. We share information in line with the appropriate protocols to ensure that children are safeguarded.

- The school recognises the need to ensure the child's wishes or feelings are taken into account when determining what action to take and what services to provide to protect individual children through ensuring there are systems in place for children to express their views and give feedback. We ensure through training and advice that staff members do not promise confidentiality to the child and always act in the interests of the child.
- We recognise that staff in school are well placed to observe the signs of possible abuse because of the day to day contact with children, and need to be vigilant.
- The school recognises its responsibility to discuss with Education and Children's Services' Duty, Assessment and Referral Team (DART) any significant concerns about a child or young person which may indicate physical abuse, emotional abuse, sexual abuse or neglect, in accordance with the Solihull Safeguarding Children Board (Solihull LSCB) [child protection procedures](#) and to attend any child protection conferences, initial and review, core group meetings and child in need conferences that may be called. All staff receive appropriate training to ensure that these procedures are followed as required.
- The school recognises that if, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. 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. **[Appendix 4]**
- This school recognises its duty to work with other agencies in protecting children from harm and in responding to concerns about possible abuse. Agencies such as Children's Social Work Services, Police Public Protection Unit, Child and Adolescent Mental Health

Services, Education Welfare Service, Educational Psychology Service and other agencies/services coming into school to support individual pupils/groups of pupils.

- The school endeavours to ensure that parents have an understanding of the responsibility placed on staff for child protection by setting out its obligations in the school prospectus. This policy is made available to parents on request and published on the school website.
- The principles embedded in this policy link into a suite of other policies relating to : Health and Safety, RSE, Sex and Relationship Education, Behaviour, Equal Opportunities, Special Educational Needs, Confidentiality, Attendance, Substance Misuse (including drugs and alcohol), Racism, Managing Behaviour, Educational visits, E- safety, Managing Allegations, Code of Conduct; safer Recruitment; Speak Up and Looked After Children.

### **The Governing Body**

The governing body recognises its accountability for ensuring that the school has effective safeguarding policies and procedures in place for staff and children will:

- Ensure that it reviews and adopts a Child Protection Policy annually, that it is implemented and that it monitors its use.
- Ensure that the school operates safe recruitment procedures in line with national and local guidance and that it monitors the process.
- Ensure that the school has a - managing of allegations against adults who work with children policy - and that it is implemented and monitored.
- That the Designated Member(s) of Staff (DMS) for child protection and whole school are trained in line with Solihull LSCB requirements.
- Will regularly review school premises to ensure that there is a safe environment and that where building work is taking place any additional risk assessments that are required are completed to take account of safeguarding arrangements.
- That the agenda of Governing Body meetings reflect safeguarding issues as and when appropriate.

### **The Designated Member of Staff for Child Protection (DMS):**

- The Headteacher and Deputy Headteacher are the Designated Members of Staff for Child Protection.
- In the absence of the DMS, the most senior member of staff in school will assume responsibility for any child protection matters that arise.
- The Extended Provision Manager, takes the role for those times outside of standard school times and holidays.
- The Deputy Headteacher is the teacher responsible for promoting the educational achievement and welfare of Looked After Children.
- The DMS will co-ordinate action on child protection within the school. This includes ensuring that all staff, teaching and non-teaching (including supply staff) know who the Designated Member of Staff is and that they are aware of their individual responsibility to be alert to the signs of abuse and to discuss any concerns with the Designated Member of Staff. Also that they are aware of what happens once a concern has been raised.
- Where appropriate the Designated Member of Staff will liaise with the DMS of the school(s) attended by the siblings of the child causing concern.
- The DMS will ensure that a written record of any actions taken as a result of concerns raised is kept and monitored monthly (Appendix 1)
- The Designated Member of Staff for Child Protection will ensure that the school's Child Protection Policy is put on the agenda of the Governing Body once a year for discussion, monitoring, review and renewal.
- The Governors will ensure a copy of the child protection policy is on the school website
- The governors support the Designated Member of Staff for Child Protection in carrying out his/her responsibilities as outlined in *Keeping Children Safe in Education, DfE, April 2014*

## **Responding and Referring:**

- Any member of staff who has concerns about the safety or potential abuse (see appendix 3) of a child must report their concerns to the Designated Member of Staff for Child Protection without delay.
- A written account of any concern regarding the welfare of well-being of a pupil using the school Pro forma including making a note of any visible marks and injuries is made.(appendix 1: pro forma and appendix 2: guidance for staff on making Child protection records)
- The DMS will need to make a professional judgement about what action needs to be taken, in accordance with the Solihull LSCB safeguarding procedure.
- The DMS should feedback to the member of staff sharing the concerns any decisions that they make in relation to action to be taken. If the member of staff does not agree with the decision of the DMS and feel that a child is at risk of significant harm they have an individual responsibility to make a referral themselves
- In accordance with the [Local Safeguarding Children Board Procedures](#), the agreement of the family for a referral to Children's Services Duty Team should normally be sought where possible, ([Chapter 3.1.Section 13.1](#)). **However**, if it is felt that seeking any such agreement would increase the level of significant risk to the child, the matter should be discussed with the Duty Assessment and Referral Team and their advice sought. This must not contribute to a delay in making a referral.
- Where a DMS makes a referral, they should include any information they have on the child's developmental needs and the capacity of the child's parent or carers to meet those needs.

**Contact details for a referral for children residing in Solihull:  
Children's Services Duty, Assessment and Referral Team :**

**0121 788 4333**

**0121 605 6060 ( Out of Hours )**

- All referrals need to be confirmed in writing as soon as possible using the [Children and Families Inter agency Referral](#) form which can be downloaded from [www.solihull.gov.uk/staysafe](http://www.solihull.gov.uk/staysafe) ( How to report a concern) or from the extranet <http://extranet.solgrid.org.uk/schoolissue/safeguarding/default.aspx>

- Where the child does not reside in Solihull the Referrals must be made to the appropriate to cross border Local Authorities these must also be confirmed in writing.

<https://extranet.solgrid.org.uk/schoolissues/safeguarding/Safeguarding Documents/A%20guide%20around%20the%20safeguarding%20site.pdf>

- If there is a professional disagreement regarding the outcome of a referral to DART the DMS should follow the LSCB professional disagreement protocol and escalate their concerns.
- The school will ensure that the relevant social worker is notified if there is an unexplained absence of a pupil who is currently subject to Section 47, a child protection plan or a child in need plan
- When discussing concerns in respect of a child who is Looked After by the Local Authority in addition to consulting with/referring to DART the child's named social worker must be informed of the referral.
- The DMS will complete any Multi Agency Chronology requests following a Section 47 investigation in line with the LSCB procedures. A copy of the completed Chronology will be kept of the child's child protection file.
- The school will ensure that an appropriate member(s) of staff will attend any child protection meetings called by the Child Protection and Review Unit and/or DART in respect of a child attending the school.
- The school will ensure that a written report on the [LSCB template](#) is submitted to all initial and review Child Protection case conferences. This should be sent to the Child Protection Conference Chairperson 48 hours prior to conference at:

Child Protection and Reviewing Unit,  
West Mall,  
Chelmsley Wood Town Centre,  
North Solihull. B37 5TN.

Secure email [cpru@solihull.gov.uk](mailto:cpru@solihull.gov.uk)

Fax : 0121 788 4394

- The School will ensure appropriate members of staff contribute to and attend core group meetings where children in school are subject to a Child Protection Plan. Where a child has a CP plan or a LINC'S / CAF plan in addition to a Statement or Education and Health Care plan, both DMS and SENCo, and CFSW if appropriate, are to attend both review meetings.

**Concerns relating to a member of the school staff or other person in a Position of Trust:**

- If the suspicions in any way involve a member of staff, the matter should to be brought to the attention of the Headteacher immediately who will act in accordance with [procedures issued to all schools in July 2012](#) - i.e. by discussing the allegation with the Local Authority Designated Officer (LADO) **as soon as possible**. Simon Stubbs is the LADO for Solihull and can be contacted on 0121 788 4310.
- If the suspicion involves the Headteacher, advice needs to be sought from the LADO. The Chair of the Governing Body is to be informed immediately
- The headteacher or designated deputy headteacher will attend any Position of Trust meetings relating to allegations against staff.

**Use of physical intervention:**

- It is important to allow children to do what they can for themselves, but depending on age and circumstances (i.e. a child who is hurt, who needs instruction in the use of a particular instrument/piece of equipment, safety issues such as the need to prevent a child hurting



themselves, running into the road etc.), it may be necessary for some physical contact to take place.

- Section 93 of the Education and Inspections Act 2006 enables school staff to use 'reasonable force' to prevent a pupil from :
  - a. committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil ) ;
  - b. causing personal injury to , or damage to the property of, any person  
(including the pupil himself ) ; or
  - c. prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during the teaching session or otherwise.
- The general guidance on [The Use of Force to Control or Restrain Pupils \(2010\)](#) continues to be supplemented by two specialist guidance documents, namely

*Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders (Circ LEA/0242/2002); and*

*Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties (Circ LEA/0264/2003).*

- The circular entitled *Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and /or Autism Spectrum Disorders* applies to all special school settings.
- Section 246 of the Apprenticeship, Skills, Children and Learning Act 2009 requires the Governing Body to ensure that a procedure is in place for recording each significant incident in which a member of staff uses force on a pupil; and reporting each such incident to each parent of the pupil as soon as practicable after the incident. The member of staff must not report the incident to a parent if it appears to that member of staff that doing so would be likely to result in significant harm to the pupil. If that is the case, or if there

is no parent of the pupil to whom the incident could be reported, then the incident must be reported to the local authority where the pupil normally lives.

- There is separate guidance on the use of force by staff in Further Education colleges : [www.aoc.co.uk](http://www.aoc.co.uk) and applies to school pupils who receive some of their education in an FE college.

### **Abuse of Trust**

- The Sexual Offences (Amendment) Act 2000 established a criminal offence of the abuse of trust affecting teachers and others who are in a relationship of trust with 16-18 year olds. A relationship of trust is one where a teacher, member of education staff or volunteer is in a position of power or influence over a pupil or student by virtue of the work or nature of the activity being undertaken.
- The legislation is intended to protect young people in education who are over the age of consent but under 18 years of age.
- The principle of equality embedded in the legislation applies irrespective of sexual orientation: neither homosexual nor heterosexual relationships are acceptable within a position of trust. Any concern raised by a parent, child or young person will be listened to and taken seriously in accordance with Solihull's procedures for those working with children.
- 'Grooming' a child or person under 18 with a view to a future sexual relationship is an offence.

### **E-safety**

- Children and young people may expose themselves to danger, whether knowingly or unknowingly, when using the internet and other technologies. Additionally, some young people may find themselves involved in activities which are inappropriate or possibly illegal.
- The school has a responsibility to educate pupils and teach them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies, particularly social networking sites. Parents will be

included as much as possible in this process so that they can ensure that any access the pupils have to computers and the internet at home is safe.

- Appropriate photographs are taken of children to capture a curriculum activity or a celebration of school life using school equipment but permission will be sought from parents beforehand. Staff will not use their personal mobile phone, camera (still or moving images) or other devices to take, edit or store images of pupils from this school. An exception to this practice may be authorised by the Head Teacher to bring their own camera into school without a memory card, any images taken for school business will be recorded onto a school memory card. All images will only be stored, edited or archived onto school equipment.
- Staff will not communicate with pupils through private email accounts, social networking sites, on educational matters, but will use official email and networking sites sanctioned by the school. Staff will be circumspect in their use of social networking sites and will not discuss school business or school issues on their personal social networking site. The school believes it is far safer for staff not to accept either school children or ex-pupils as 'friends'. Great care will be taken if staff make an exception to this guidance and will account to the Head teacher for their decision. E.g. young person is also a family member.
- For further policy issues in relation to E-safety refer to the [School's e-safety policy](#).

### **Record Keeping :**

#### **General principles**

The importance of good clear child welfare and child protection record keeping has been highlighted in the learning from serious case reviews. Good up to date record keeping of concerns and action taken is essential for two main reasons :

- It helps schools identify causes for concern at an early stage. Often it is only when a number of seemingly minor issues are seen as a whole, that a pattern can be seen indicating safeguarding or child protection concern.

- Its helps schools monitor and manage their safeguarding practices and provides evidence of robust and effective safeguarding policy and practice
  - A record of a concern, suspicion or allegation should be made at the time of or as soon as possible after the event. Any member of staff receiving a disclosure of abuse from a child or young person, or noticing signs or symptoms of possible abuse in a child or young person, will make a written record within the hour recording the disclosure using the child's own words, what was said or seen and the location both of the abuse and the disclosure. Dates and times of events should be recorded as accurately as possible, together with a note of when the record was made. (see appendix 1 pro forma and appendix 2 Guidance to school staff when making a record of a child protection incident or concern)
  - A record should be made of any visible marks or injuries to a child that give cause for concern, this may be completed on a body map ( page 2 of appendix 1) The child should not be examined intimately or pictures taken of any injuries/marks.
  - All records must be signed and dated clearly with the name of the signatory clearly printed.
  - Children **MUST NOT** be asked to make a written statement themselves or to sign any records.
  - All records of a child protection nature are handed immediately to the DMS who files them in a chronological order and a Chronology of significant events should be maintained at the front of the file (Appendix 5)
- [http://solihullscb.proceduresonline.com/chapters/g\\_ma\\_chron.html](http://solihullscb.proceduresonline.com/chapters/g_ma_chron.html)  
[http://solihullscb.proceduresonline.com/chapters/g\\_ma\\_chron.html](http://solihullscb.proceduresonline.com/chapters/g_ma_chron.html)
- All other records of concern for a child's welfare (handwritten or typed) are given to the DMS. After consideration of the level of concern, these may be passed to the CFSW for case work in school. These are checked monthly for patterns / frequency by the DMS at CFSW supervision meetings.

- Access to any records and details of a case will be on a 'need to know' basis decided on a case by case basis, to enable those people to take appropriate steps to safeguard the pupil or to carry out their own duties.
- Any contact with other agencies must be recorded as should the rationale for sharing or not sharing information.
- Child Protection records must be securely held, separate from the main pupil file, and in a secure place.
- The DMS will need to be aware whether the child has any sibling(s) at other schools or early years settings and consider whether information is such that it should be shared with that other setting.

### **Evaluating and Monitoring Process**

- The DMS/SLT/Governors will undertake regular quality assurance checks on child protection cases, files and processes in school ( see Appendix 6 for an internal audit tool that can be used as part of this process)

### **Transfer of Child Protection records**

- When a child who has a child protection plan leaves the school and/or transfers to another school, the DMS will inform the child's new school immediately and discuss with the child's social worker the transfer of any confidential information the school may hold.
- When a child who has a child protection file in school leaves a school and transfers to a new school ( mid year transfer/ infant to Junior/Primary to secondary/Secondary to year 12) the DMS of the current school should review the child protection file and should pass the following to the DMS of the new school :
  - Any current concerns that are being monitored.
  - Any child protection referrals or records of advice sought from DART (current and historical)
  - Any Child Protection Conference minutes (current and historical)

- Any information relating to the time the child was subject to a child protection plan (current or historical)
- The following information should be dealt with in line with the schools file retention policy
  - Any historical information such as monitoring notes that is older than the current academic year and did not result in either a discussion with DART for advice or a child protection referral
- When a pupil is Educated off site by an alternative provider or is Dual Registered the DMS for the home school should assess what information the DMS for the provision where the child attends requires based on amount of time the child spends at the other provision and the nature of the provision is. Where appropriate the DMS at the alternative provision will receive a copy of the pupils child protection file as detailed above.
- Where a child has notes that have ended in a closed referral or merely welfare case notes, advice must be sought from the Education Welfare Team and permission sought from parents before passing to receiving school.

### **Supporting the Pupil:**

- The school will support pupils in accordance with his/her agreed child protection plan.
- The school will notify any concerns about a child who has a child protection plan or is known to have an allocated social worker to the child's social worker or in her/his absence the manager or a duty officer in the team ( [Section 2.7 of Chapter 3.1. of the LSCB Procedures](#) ).
- We recognize that children who are abused or who witness violence may experience difficulties which impact on their sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will

endeavour to support the pupil through the content of the curriculum and the school ethos of valuing the pupil.

### **The Curriculum:**

- The curriculum, and in particular the personal and social development strand of the curriculum, includes an emphasis on building confidence and resilience in pupils and in developing preventative strategies to ensure their own protection and that of others. Opportunities are provided for pupils to develop the skills and strategies they need to stay safe from abuse. Clear advice and guidance is built into the curriculum to ensure that pupils understand that there is a range of contacts they can turn to for advice and support and that they know where and how to report abuse.

### **Training:**

- This school is committed to supporting and training all staff in matters of child protection.
- The governors will ensure that all staff receive appropriate induction and training to equip them to carry out their responsibilities for child protection effectively as prescribed in government guidance ( Section 175 of Education Act 2002 ) and in accordance with the standards set by the LSCB competency framework. This will mean the school setting aside a half-day training session at least every 3 years for whole school child protection training. Those staff who join the school in the intervening years will be made aware of the basics of child protection awareness and procedures as part of their induction. The induction briefing would usually be carried out by the DMS.
- The Governing Body will ensure that the Designated Member of Staff for Child Protection attends the multi agency safeguarding Level Two training organised through the LSCB within 12 weeks of taking up their responsibilities and that the DMS subsequently attends appropriate training on a 2 yearly basis in accordance with government guidance. The school will ensure that its DMS attend the DMS Annual Training Conference at least once every other year.
- The school will ensure that all interview panels have at least one panel member trained in safer recruitment practices.

### **Safer Recruitment of staff and volunteers and maintaining appropriate The Disclosure and Barring Scheme:**

- Good practice guidance as outlined in *Keeping Children Safe in Education, DfE, 2014* and by Solihull's Human Resources Section should always be followed in respect of creating a safe working environment in school.
- The school will ensure that safer recruitment practices are in place and followed in checking the suitability of all staff and volunteers to work with children, including relevant members of the Governing Body. Evidence of these checks (the Single Central Record) will be maintained as required by the current guidance.
- Where issues of concern arise regarding any person working with children, these need to be discussed with the Local Authority Designated Officer (LADO) in accordance with [LSCB procedures](#)

### **Equal Opportunities, Monitoring and Review of our Child Protection Policy**

- We constantly review this policy
- We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.
- With reference to the Equality Act 2010, we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.
- There is no perceived increased risk to discrimination that may result from the implementation of this policy.

### **Useful contacts :**

- Children's Services Duty, Assessment and Referral Team ( DART ) :  
0121 788 4333 - Out of hours 0121 605 6060
- Child Protection and Review Unit : 0121 788 4310
- Education Welfare Service : 0121 779 1737



## Supporting Documents :

- Local Safeguarding Children Board Procedures  
[www.solihull.gov.uk/staysafe](http://www.solihull.gov.uk/staysafe)
- Keeping Children Safe in Education, DfE, 2014
- Working Together to Safeguard Children (2013)
- What to do if you are worried a child is being abused
- School's e-safety policy
- The use of force to control or restrain pupils (2010)
- Guidance on developing personal care in schools, SMBC April 2008
- Managing allegations against employees July 2012
- Guidance for developing a school confidentiality policy- Spring 2008
- Information Sharing : pocket guide 2008
- Handling cases of forced marriage - June 2009
- Ofsted - Safeguarding in schools: best practice
- Ofsted - Briefing for section5 inspectors - safeguarding children.
- Dealing with Allegations of Abuse against Teachers...DFE 2011

School : Sharmans Cross Junior School

Chair of Governors: Fiona McGruer

November 2014

Signed

Head Teacher

Chair of Governors

Review Date: November 2015

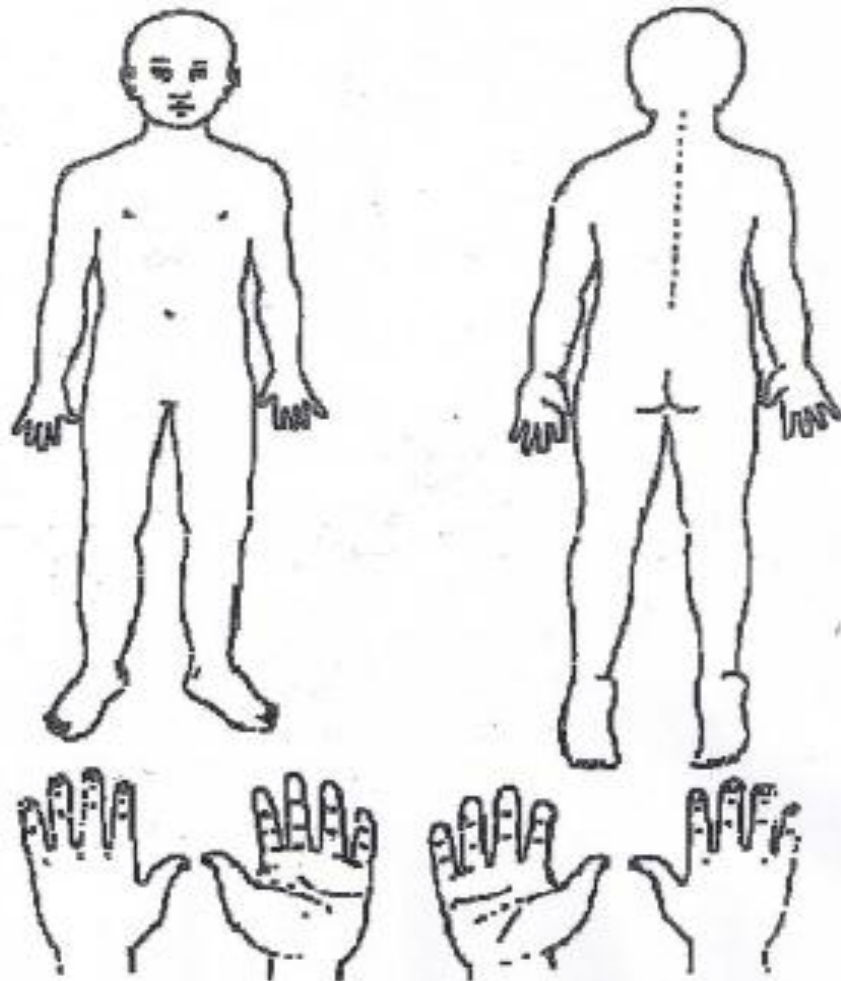
## Appendix 1

### Child Welfare Concern and child protection concern/disclosure form

To be completed when aware of any child welfare or child protection concern. The completed form should be handed to the CFSW without delay.

Child/Family	Date	Location
<u>Details</u>		
<u>Outcome</u>		
Form completed by		

Body Map



## Appendix 2

### Guidance when making a record of a child protection incident or concern

You won't know when making child protection note, who will eventually have access to it, or when. It may be consulted months or even years after it was written. Always bear in mind that someone who is a complete stranger to you and your school may need to read your record at some stage in the future.

Ideally, logs of incidents should be typed. Hand written notes should be clearly legible and written in ink. All notes and reports must contain the following:

- Date of the incident
- Date and time of the record being made (remember to include the year)
- Name and date of birth of the child(ren) concerned
- A factual account of what happened, and the location where the incident took place (include the actual words spoken by the child where possible)
- A note of any other people involved e.g. as witnesses
- Action taken, and any future plans e.g. monitor and review
- Any other agencies informed?
- Printed name of the person making the record
- Job title of the person making the record
- Signature (print name alongside)

You should identify the source of your information e.g. 'Ms Terry, a teaching assistant, told me that....' Or 'I saw Rowan in the playground at break time...'

Information should be factual or based on fact. Record what you saw, heard etc. and try not to be vague or woolly (e.g. 'Jenny was crying and rocking' rather than 'Jenny was upset').

Distinguish clearly between fact and your professional opinion. When recording your professional opinion, make it clear what your opinion is based on (e.g. 'Harry ran and hid under the table when his mother arrived

to take him home, and clung to me when I tried to get him out. He appeared to be frightened.')

Make a note of what you have done with the information (e.g. 'I consulted the Headteacher, Mr Wilson, and he said he would...')

Try to avoid specialist jargon (e.g. 'he is on SEN stage 3') which someone from another agency would not necessarily understand.

### **Appendix 3**

#### **Recognising Abuse**

In the Children Acts 1989 and 2004, a **child** is anyone who has not yet reached their 18th birthday, or 19<sup>th</sup> birthday for SEN.

Safeguarding and promoting the welfare of children is defined in Working Together to Safeguard Children (2010) as:

- protecting children from maltreatment;
- preventing impairment of a child's health or development;
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- Undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family, or in an institutional or community setting by those known to them or, more rarely, by a stranger, eg, via the internet. They may be abused by an adult or adults, or another child or children.

The Children Act 1989 introduced the concept of **significant harm** as the threshold that justifies compulsory intervention in family life in the best interests of a child, and gives Local Authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer, significant harm.

## **Definitions of abuse (working together 2010)**

**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.

**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.

**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 cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**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.

**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.

### **Specific safeguarding issues**

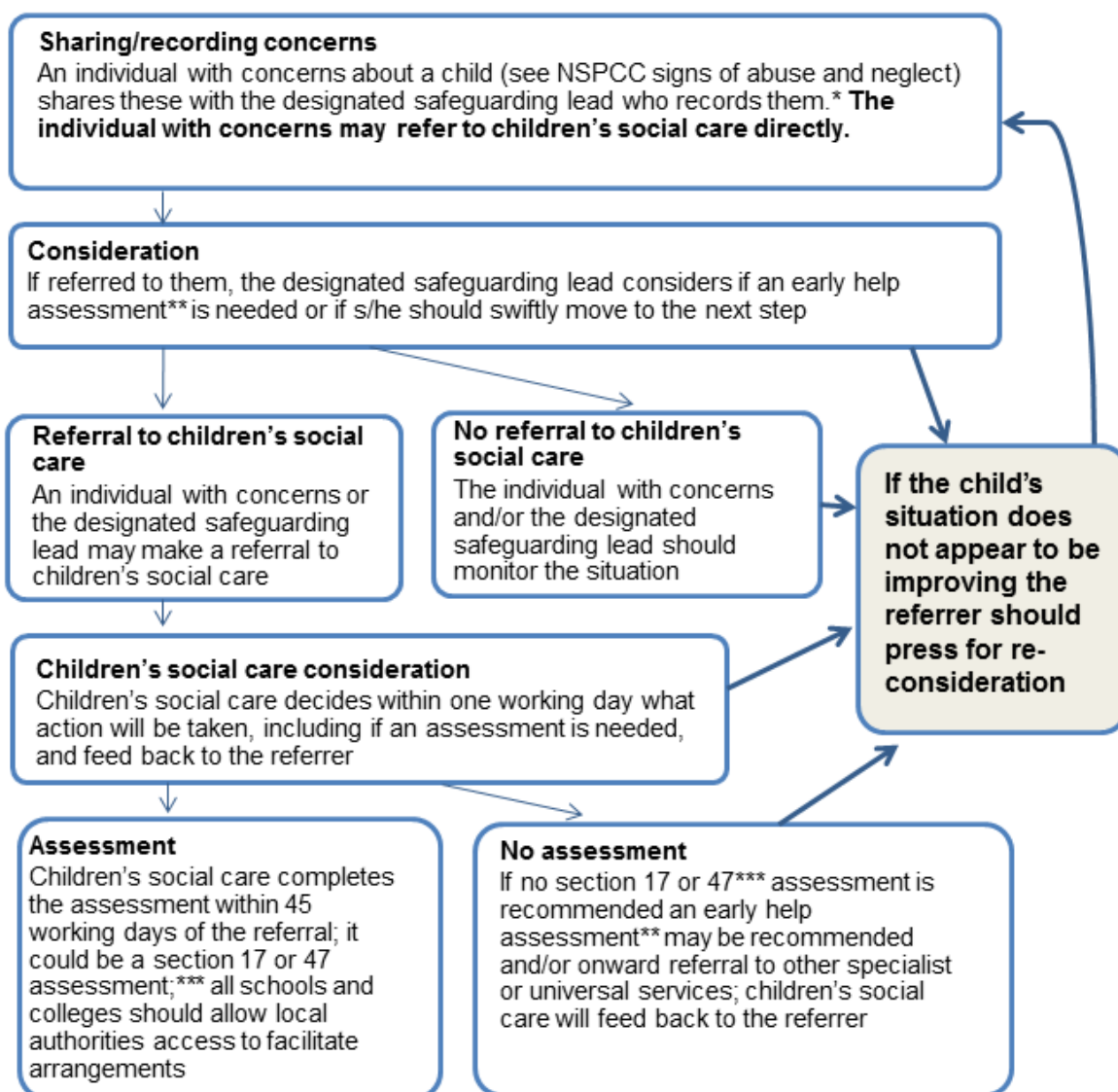
- child sexual exploitation (CSE) - see also below
- bullying including cyberbullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM) - see also below
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- radicalisation
- sexting
- teenage relationship abuse
- trafficking

## Appendix 4

### Action when a child has suffered or is likely to suffer harm

This diagram illustrates what action should be taken and who should take it when there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately.

**Anybody can make a referral.**



\* In cases which also involve an allegation of abuse against a staff member, see part four of this guidance which explains action the school or college should take in respect of the staff member

\*\* Where a child and family would benefit from coordinated support from more than one agency (eg, education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.

\*\*\* Where there are more complex needs, help may be provided under section 17 of the Children Act 1989 (children in need). Where there are child protection concerns local authority services must make enquiries and decide if any action must be taken under section 47 of the Children Act 1989.



## Appendix 5

### Significant Events

<b>Name</b>		<b>DoB</b>	
<b>Parents</b>		<b>Address</b>	
<b>GP</b>		<b>Siblings</b>	
<b>Case Worker</b>		<b>UPN</b>	
<b>Date</b>	<b>Significant event / information / intervention</b>	<b>With who adult / child or whole family</b>	

## **Appendix 6**

### **Success Criteria:**

1. Children say that they are safe and feel safe in school.
2. Staff say that they feel confident that they know what to do, or who to contact, when they have concerns about children or their families.
3. Attendance is good for all pupils and they make progress at least that in line with expectation and their peers.
4. Information on Incident Reporting Forms show that they are being completed appropriately and that incidents are being appropriately followed up.
5. Staff say that they believe that safeguarding procedures set out in the policy are being consistently followed throughout the school.
6. Content of the policy remains up to date with reference to Solihull Local Safeguarding Children Boards Procedures and all other legislation.

## **Appendix 7**

### **Key Staff:**

DMS - Sara Wilkes (Headteacher)

Deputy Headteacher - Jane Ferguson

CFSW - Jo Whitcombe

Extended Provision Manager - Lyn Hoban