



# THORPE HOUSE SCHOOL

## Policy to Safeguard and Promote the Welfare of Pupils

*Note: This policy applies to all sections of the School including EYFS*

Date of review: September 2020

Date of next review: September 2021

Signed: Chairman of Governors on behalf of the Board

Date: September 2020

### Related Suite of Policies:

- COVID-19 Arrangements for Safeguarding and Child Protection
- Policy for Induction of New Staff in Pupil Protection
- Policy for Staff Interaction with Pupils
- Policy on Taking, Storing and Using Images of Pupils
- Policy on the use of ICT and other electronic devices
- Procedures when Adults at School face allegations of abuse

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### I. Contacts

#### I.1 School contacts

- Designated Safeguarding Lead (DSL): Mr Nicholas Pietrek
- Deputy Designated Safeguarding Lead (DDSL): Mrs Natasha Doran (for Reception to Year 5), Mr Sean Day (for Years 6 to 8), and Mr Graham Wells (Years 9 to 11).
- Liaison Governor for Pupil Protection: Mrs Ruth Webber (07985 714513)
- Chairman of the Governors: Mr David Stanning

The DSL and Deputy DSLs may be contacted on 01753 882474.

#### I.2 Contacts in County

- Education Safeguarding Advisory Service: 01296 387981
- Education Safeguarding Advisory Service: [secure-esasduty@buckinghamshire.gov.uk](mailto:secure-esasduty@buckinghamshire.gov.uk)
- Local Authority Designated Officer (LADO): 01296 382070
- Bucks Family Information Service 01296 383293
- First Response (including Channel contact) 08454 600 001 (local rate: 01296 383962)
- First Response (including Channel contact) (outside of office hours): 0800 999 7677
- Pupil Abuse Police Investigation Unit: 01296 396 556
- Thames Valley Police (in an emergency): 999 (101 for local Police support)
- Buckinghamshire Safeguarding Children Board: [www.bucks-lscb.org.uk/bscb-procedures](http://www.bucks-lscb.org.uk/bscb-procedures)
- Multi-Agency Safeguarding Hub (MASH): [www.buckscg.gov.uk/socialcare](http://www.buckscg.gov.uk/socialcare)

#### I.3 Other contacts

1. NSPCC (Helpline and Whistleblowing): 0800 028 0285
2. Pupil Line: 0800 11 11
3. Kidscape Bullying Helpline: 0845 1205 204
4. Samaritans: 0845 790 9090



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5. CEOP: [www.ceop.police.uk](http://www.ceop.police.uk)
6. Foreign and Commonwealth Office: 0207 008 0151 (Forced Marriages Section)
7. Crimestoppers: 0800 555 111
8. DofE Dedicated helpline re concerns of extremism – 0207 340 7264 (or email [counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk))

## 2. Introduction and Context

2.1 This policy has been developed in accordance with the principles established by *The Children Acts 1989 and 2004* and in line with the following:

- *Buckinghamshire Multi-Agency Information Sharing for Children, Young People and Families Code of Practice April 2012;*
- *Keeping Children Safe in Education September 2020 (KCSIE);*
- *Working Together to Safeguard Children July 2018 (WTTSC);*
- ~~*Keeping Children Safe in Education September 2018 (KCSIE);*~~
- *Disqualification under the Childcare Act 2006 February 2015;*
- *Supplementary Guidance re Disqualification under The Childcare Act 2006 August 2018;*
- *What To Do if You're Worried a Pupil is Being Abused March 2015;*
- *The Counter-Terrorism and Security Act 2015 and Prevent Duty Guidance;*
- ~~*Keeping Children Safe in Education September 2016(KCSIE);*~~
- *Revised Prevent Duty Guidance for England and Wales July 2015*
- *When to Call the Police (NPCC) 2020*

2.2 Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

2.3 Children includes everyone under the age of 18.

2.4 The Governing Body takes seriously its responsibility to safeguard and promote the welfare of pupils and to work together with other agencies to ensure appropriate arrangements are in place within the School to identify, assess, and support those pupils who are suffering harm or whose welfare may be in question. Governors will ensure that all members of staff at the school read and understand Part I and Annex A (if applicable) of KCSIE 2019 (September).

2.5 Safeguarding is **everyone's responsibility** and the school is fully committed to providing a safe, caring, positive and stimulating environment that promotes the social, physical and



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moral development of each individual pupil. The staff recognise that they have an active part to play in protecting pupils from harm, and in ensuring early help is provided to pupils in need of support. Each pupil's health, safety and welfare is of paramount concern.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

2.6 This policy must be read in the context of the following school policies:

- Safer recruitment;
- Whistle-blowing;
- Complaints;
- Health and safety and risk assessment;
- Staff handbook;
- Pupil supervision;
- School behaviour and sanctions;
- Information technology acceptable use.

### **3. Policy aims and objectives**

- to support the pupil's development in ways that will foster security, confidence and resilience;
- to provide an environment in which pupils are listened to, feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties;
- to raise the awareness of all teaching and non-teaching staff of the need to safeguard pupils and of their responsibilities in identifying and promptly reporting cases of abuse;
- to provide a systematic means of monitoring pupils known or thought to be at risk of harm, and ensure that the School contributes to assessments of need and support plans for those pupils;
- to acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils;



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- to ensure the School has robust systems in place for ensuring that true and accurate records of events are kept securely, and to ensure that any such records clearly differentiate between fact and opinion;
- to develop a structured procedure within the School which all members of staff will follow in cases of suspected abuse;
- to develop effective working relationships with all other agencies involved in safeguarding pupils;
- to ensure that all staff who have access to pupils have been subject to Disclosure and Barring checks in line with current guidance. Volunteers and contractors working in the School are also checked in accordance with current guidance. Teachers appointed since April 2012 are subject to Prohibition from Teaching checks and senior leaders/managers appointed since September 2015 to Prohibition from Management checks.

### **4. Responsibilities**

- 4.1 All staff are fully aware of their responsibility to safeguard pupils and that any concerns about a pupil should be shared with the relevant Deputy DSL section head or, in their absence, directly to the DSL.
- 4.2 The Governing Body understand and will fulfil its safeguarding responsibilities to:
- ensure that that the School has a robust welfare and safeguarding pupil policy, which is reviewed annually, or whenever there are changes to government guidance.
  - monitor and evaluate the effectiveness of the welfare and safeguarding policy to ensure implementation is full and consistent.
  - ensure that there is a DSL, who is a member of the School's senior leadership team, and Deputy DSL(s) in place, together with a Nominated Governor for Pupil Protection.
  - recognise the importance of the role of the DSL and support him/her, ensuring the training necessary to be effective is undertaken.
  - ensure cover is provided for the DSL when needed and appreciate the additional duties taken on by the member of staff when carrying out this role especially when there are on-going pupil protection issues.
  - recognise and enhance the contribution the School can make to help pupils keep safe through the teaching of self-protection skills and encouragement of responsible attitudes through the Personal, Social, Health and Economic Education curriculum.



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- ensure that there are safe and effective recruitment policies and disciplinary procedures in place which adhere to the Safeguarding Pupils and Safer Recruitment in Education guidance published by the Department for Education and legislation referred to therein.
- ensure the safeguarding needs of pupils, their families and the School are fully understood and resources allocated to meet identified needs.
- work with the DSL to complete a safeguarding audit for the School to evidence how it is meeting its statutory responsibilities for safeguarding and promoting the welfare of pupils.
- maintain close links with children's services and LADO and contribute to arrangements for inter-agency working in Buckinghamshire.

4.3 It will be the duty of the Chairman of Governors to liaise with the LADO if any allegations are made against the Headmaster.

4.4 The Liaison Governor for Pupil Protection will be trained in the area of pupil protection and liaise with the DSL as appropriate.

4.5 The Governing Body will carry out an annual review to ensure that the procedures under this policy are being discharged efficiently, that any weaknesses identified are remedied without delay and any amendments in light of changing regulations or recommendations become practice.

4.6 The School has a Designated Safeguarding Lead (DSL) who is responsible for:

- working with the relevant safeguarding partners as defined under the Children Act 2004 (as amended by the Children and Social Work Act, 2017) as:
  - (a) the local authority
  - (b) a clinical commissioning group for an area any part of which falls within the local authority area
  - (c) the chief officer of police for an area any part of which falls within the local authority area
- referring a pupil to Children's Services (contact details are included in this policy) if there are concerns about a pupil's safety or welfare. Where significant harm is actual or likely referrals can be made without reference to a parent. Where the concern relates to general welfare matters, contact with external agencies will usually involve communications with parents as well. All referrals will be made without delay and within 24 hours to be followed up with a written referral within 24 hours.
- referring cases to the police where a pupil raises a concern or suspicion of female genital mutilation (FGM) within his family.
- referring cases to the Channel programme or the local police force where there is a radicalisation concern as required.



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- knowing when it is appropriate to call the police in accordance with new guidance from NPCC
- ensuring staff are fully briefed about the potential for peer-on-peer abuse and the link between bullying, harassment and inappropriate use of the internet and forms of electronic communication.
- ensuring that detailed and accurate written records of concerns about a pupil are kept even if there is no need to make an immediate referral and that any such records clearly differentiate between fact and opinion.
- ensuring that all such records are kept confidentially and securely and are separate from pupil records, with a front sheet listing dates and brief entry to provide a chronology.
- ensuring that an indication of further record-keeping is marked on the pupil records.
- acting as a focal point for staff concerns and liaising with other agencies and professionals, including staff concerns for conduct and behaviour with their peers.
- ensuring that either they or another appropriately informed member of staff attends case conferences, family support meetings, core groups, or other multi-agency planning meetings, contributes to the Framework for Assessments process, and provides a report which has been shared with the parents.
- ensuring that any absence of two consecutive School days, without satisfactory explanation, of a pupil currently subject to a child protection plan is immediately referred to his social worker.
- ensuring that if a pupil about whom there have been child protection concerns leaves the School, that such concerns and School medical records are forwarded under confidential cover to the DSL at the pupil's new School as a matter of urgency. The original copy of significant documents will be retained at our School, and photocopies forwarded as above.
- meet the statutory requirement to keep themselves up to date with knowledge to enable them to fulfil their role, including attending relevant refresher training every two years provided by the Buckinghamshire Safeguarding Children's Board, or the Education Safeguarding Advisory Service and, in between, keeping up-to-date with safeguarding development at least annually or when new statutory guidance is provided; all staff are required to do refresher training annually through educate online training to ensure they are up-to-date with annual developments.



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### **5. Procedures**

- 5.1 All parents/carers are made aware of the School's responsibilities regarding pupil protection procedures through publication of the relevant policies and reference to them in our new pupils' papers sent to parents when their son joins the School.
- 5.2 In accordance with the School's policy, staff working at the School in regulated activity are subject to pre-employment checks, including Disclosure and Barring and disqualification and prohibition checks at the time of their appointments if appropriate. This applies to and includes teaching and non-teaching staff, whether part-time, temporary, supply, or visiting staff such as musicians and sports coaches and senior school leaders. Teaching staff will also be checked through the Teaching Regulation Agency, previously known as the NCTL, which provides information about whether those who will be carrying out 'teaching work' are subject to a sanction or restriction by an EEA professional regulatory authority for teachers
- 5.3 All adults (including supply teachers and volunteers) will be made aware of the School's policy and procedure for pupil the promotion of pupil welfare and their protection, and the name and contact details of the DSL as part of their induction into the School.
- 5.4 All staff who have individual contact with pupils will undertake online training in pupil protection in order to develop their understanding of the signs and indicators of abuse and bullying; how to respond to a pupil who discloses abuse and the procedure to be followed in appropriately sharing a concern of possible abuse or a disclosure of abuse. A record of safeguarding training will be maintained by the school and made available to inspectors in accordance with Parts 3 and 4 of the Independent Schools Standards Regulations 2014. The information will also be shared with Governors to enable them to fulfil their responsibilities under Part 8 of the same regulations. If they have not done any training within two years prior to their appointment, they are required to do this before they start work. They are then regularly updated on welfare and safeguarding as required, but at least annually. Other staff are provided with pupil protection training by the DSL when they start work and are then regularly updated at least annually.
- 5.5 All staff and volunteers will be made aware of their individual and collective duty to report concerns to the DSL. In effect, the promotion of welfare and safeguarding is 'everyone's responsibility'. This individual safeguarding responsibility does not end once staff or volunteers have informed the DSL of any concerns, although specific details of further actions may be appropriately withheld by the DSL as information will only be shared on a need-to-know basis. If after a referral the pupil's situation does not appear to be improving the DSL (or the person who made the referral) should press for re-consideration to ensure their concerns have been addressed and, most importantly, that the pupil's situation improves. All contacts with children's services and/or the LADO will be fully recorded, including responses from external agencies. The school will always ensure that referrals to external agencies are actively pursued so that the right help is provided to pupils at the right time.
- 5.6 Our lettings' policy will seek to reflect the on-going responsibility the School has for safeguarding those using the site outside of normal School hours, ensuring the suitability of adults working with pupils on School sites at any time. In this connection, checks will be



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undertaken to ensure the suitability of all contractors to be on the site and in contact with children.

- 5.7 Allegations of significant concern about conduct or abuse may be made against a member of staff, a volunteer, a governor, a pupil, parent or other person connected to the School. Allegations of abuse against teachers and other staff will be dealt with according to the statutory guidance set out in part four of KCSIE (2019).
- 5.8 If a staff member has any concerns about a pupil (as opposed to a pupil being in immediate danger) he/she must inform the relevant section Deputy DSL or DSL immediately. A referral will always be made to the LADO and the School will act on the advice provided. All communications will be recorded. If, a pupil is in imminent danger or is at risk of harm, any member of staff may make a simultaneous referral to Children's Services at Buckinghamshire Council on 01296 383962 and/or call the police on 999 immediately.
- 5.9 If a member of staff is made aware of any allegation of abuse, or if knowledge of possible abuse comes to his/her attention, it is his/her duty to listen to the pupil, to provide reassurance and to record the pupil's statements, but not to probe or attempt to influence the pupil's account. The School is not empowered to conduct a formal investigation – this is the duty of statutory agencies.

On hearing an allegation of abuse or complaint about abuse directly from a pupil, a member of staff should limit questioning to the minimum necessary for clarification; leading questions should be avoided. No guarantees of confidentiality must be given; rather the pupil should be told that the matter will be referred in confidence to the appropriate people in positions of responsibility.

The member of staff should make and submit an accurate written record and inform the Deputy DSL section head or DSL immediately. All allegations or suspicions of abuse or cases where there is reasonable cause to suspect a pupil is suffering, or is likely to suffer significant harm, will be reported to the local authority designated officer (LADO) within 24 hours.

If the allegation of abuse concerns the DSL, the member of staff should inform the Headmaster. Should the allegation be against the Headmaster, the member of staff must inform the Chairman of Governors (or, in his absence, the governor responsible for safeguarding) without the Head being informed first. The principle to be followed is one of upward reporting.

In all cases of concern about staff conduct to children, the LADO will be contacted. The LADO and the Headmaster will decide in the circumstances what further steps will be taken, including police action, further monitoring or the implementation of a strategy discussion.

If the allegation concerns a member of staff, a volunteer or another pupil he/she would normally be informed as soon as possible after the result of any initial investigation authorised or conducted by the LADO is known. Advice will always be sought from the LADO first, however. The School will normally appoint a member of staff to keep the person informed of the likely course of action and the progress of the case. In the case of



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staff, this could be a trusted colleague or a representative of a professional body or trade union, as appropriate. If the LADO or any of the statutory pupil protection authorities decide to take the case further, any staff member concerned may be suspended if this is felt appropriate. The reasons and justification for suspension will be recorded and the staff member informed of them. In the case of a member of staff, the matter will be dealt with in accordance with the Disciplinary Procedure. In the case of a pupil, the matter will be dealt with under the School rules.

Staff may be suspended from duty as a precautionary measure and without prejudice pending further investigations by the relevant agencies.

The outcome of investigation of an allegation will record whether it is substantiated (sufficient evidence either to prove or disprove it), unsubstantiated (insufficient evidence either to prove or disprove it), false (sufficient evidence to disprove it) or malicious (sufficient evidence to disprove it and that there has been a deliberate act to deceive). If it is established that the allegation is malicious, no details of the allegation will be retained on the individual's personnel records. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file.

If the LADO or any of the statutory pupil protection authorities decide to take the case further, any staff member concerned may be suspended if this is felt appropriate. The reasons and justification for suspension will be recorded and the staff member informed of them. In the case of staff the matter will be dealt with in accordance with the Disciplinary Procedure. In the case of a pupil the matter will be dealt with under the School rules.

During the investigation the School in consultation with the LADO will decide what information should be given to parents, staff and other pupils and how press enquiries are to be dealt with. In reaching their decision due consideration will be given to the statutory provisions relating to reporting restrictions identifying teachers who are the subject of allegations from pupils.

Any pupils who are involved will receive focused support and help. If an investigation leads to the dismissal or resignation, prior to dismissal, of a member of teaching staff, the School will consider making a referral to the Teaching Regulation Agency (TRA) and a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence). The School will make a serious incident report to the Charity Commission whenever the Commission's guidelines deem it appropriate to do so.

The School will report to the DBS, within one month of leaving the School any person (whether employed, contracted, a volunteer or a student) whose services are no longer used because he or she is considered unsuitable to work with pupils. This includes dismissal, non-renewal of a fixed term contract, no longer using a supply teacher engaged directly or supplied by an agency, terminating the placement of a trainee or volunteer, no longer using staff employed by a contractor and resignation and voluntary withdrawal from any of the above.

The school will also explore instances where a member of staff or volunteer has behaved or may have behaved in a way that indicates they may not be suitable to work with



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children. The matter here is one of transferable risk and will therefore take into account instances where a member of staff or volunteer is involved in an incident outside of school which did not include children but could have an impact on their suitability to work with children. For example, a member of staff is involved in domestic violence at home. Even though no children were involved, the school will seek to determine what triggered these actions and could a child in the school trigger the same reaction, therefore being put at risk.

The school will apply the same approach to supply teachers as to other staff and will inform the supply agency of its process for managing allegations, liaising directly with their human resource manager.

5.10 Staff should have due regard to the relevant data protection principles in relation to the sharing and withholding of personal information, as provided for in the Data Protection Act 2018 and the GDPR. This includes:

- being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'.
- understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.
- for schools, not providing pupils' personal data where the serious harm test under the legislation is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harms test is met, they must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the GDPR. Where in doubt schools should seek independent legal advice.

5.11 The School will liaise with parents on all matters regarding the general welfare of pupils and the provision of early help. Where child protection concerns are identified, the School will decide in conjunction with Children's Services and/or the LADO as to how and when parents will be informed of referrals.

5.12 It is important for pupils to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective or coordinated action. Effective communication between professionals is the essence of this work. Poor practice includes: failing to act on and refer the early signs of abuse and neglect, failure to recognise patterns of concern, poor record-keeping, failing to listen to the views of the pupil, failing to re-assess concerns when



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situations do not improve, sharing information too slowly and a lack of challenge to those who appear not to be taking action.

### 6.0 Prevention

6.1 The School recognises that it plays a pivotal part in the prevention of harm to its pupils by providing them with effective lines of communication with trusted adults, supportive friends and an ethos of protection.

6.2 The School community will therefore:

- establish and maintain an ethos, which is understood by all staff, which enables pupils to feel secure and encourages them to talk knowing that they will be listened to.
- ensure that all pupils know there is an adult in the School whom they can approach if they are worried or in difficulty.
- allocate time in PSHEE to discuss safeguarding issues such as appropriate behaviour and why bullying and lack of respect for others is never right; time in ICT to promote safe use of the internet and online platforms including social media; assemblies, drama and RS to promote tolerance, mutual respect and understanding; assemblies, designated Form times and Biology lessons to address relationships and sex education (RSE). This accords with the School's duties to actively promote Fundamental British Values (FBV) and Relationships and Sex Education (RSE).

6.3 In the first instance, staff who consider that a pupil may benefit from early help should discuss this with the DSL. The DSL will consider the appropriate action to take in accordance with the Buckinghamshire Safeguarding Children Board referral threshold document. The DSL will support staff in liaising with external agencies and professional in an inter-agency assessment, as appropriate. If early help is appropriate, the matter will be kept under review and consideration given to a referral to children's social car if the pupil's situation does not appear to be improving.

6.4 The School recognises its duty to assess the risk of pupils possibly being radicalised, including support for extremist ideals that are of terrorist ideology. As with any other safeguarding risk, it is an expectation that staff will act if they observe behaviour that concerns them. For this reason, all teaching staff are required to complete *Prevent* training either online or through dedicated INSET inputs so they can recognise the pupils at risk.

6.5 If a member of staff has a concern regarding a pupil who they feel is being drawn into radicalisation or is displaying views that could be considered to be extremist, they must speak to the Deputy DSL for their section or DSL and complete the Safeguarding/Prevent Alert Form.

6.6 The role of the DSL in preventing young people from being drawn into terrorism is two-fold:

- To listen to members of staff's concerns and act upon them;



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- To report any concerns to the Local Authority's Prevent Lead – see above for contact details.

### 7.0 Pupil Protection

- 7.1 Everyone who works at the School has a duty to safeguard and promote the welfare of its pupils. They should be aware of the signs and indicators of abuse and other safeguarding concerns such as child-on-child abuse, self-harming, body image issues, mental health concerns and know what to do and who to speak to if they become concerned about a pupil or if a pupil discloses to them.
- 7.2 The following is intended as a reference for School staff and parents/carers if they become concerned that a pupil is suffering or likely to suffer significant harm.

The Children Act 1989 defines abuse as when a pupil is suffering or is likely to suffer 'significant harm'. Harm means ill-treatment or the impairment of health or development. Four categories of abuse are identified - Neglect, Physical Abuse, Sexual Abuse and Emotional Abuse.

**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.

#### Categories of Harm or Abuse:

**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



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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 because 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

The School will pay close attention to other forms of harm potentially affecting children. These are examples only. Staff must be alert to specific issues at all times and take the required actions to raise concerns.

- child missing from education – please see separate policy
- child missing from home or care
- child sexual exploitation (CSE)
- bullying including harassment, child-on-child abuse, cyberbullying - please see separate policy
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- preventing radicalisation
- sexting and nude selfies
- teenage relationship abuse
- trafficking

### Signs of Abuse, Harm and Additional Support

The School recognises that some children today are the victims of neglect and/or physical, sexual or emotional abuse and that staff of the School, by virtue of their day-to-day contact with and knowledge of the children in their care, are well placed to identify such abuse and offer support to children in need. The Law defines someone as a child until he or she is 18.



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### **Children Act 1989 Section 17 – Places a duty on the local authority to provide services to children *in Need*:**

*“A child is unlikely to achieve or maintain a reasonable standard of health or development ... [or] health or development is likely to be significantly impaired without the provision for him/her of services by a local authority... or...he/she is disabled”*

### **Children Act 1989 Section 47 – Duty on the local authority to investigate cases where it is believed a child is suffering or is likely to suffer significant harm:**

*“where there is reasonable cause to suspect a child is suffering, or is likely to suffer, **significant harm.**”*

Possible signs of abuse include (but are not limited to):

- the pupil says he/she has been abused or asks a question which gives rise to that inference;
- there is no reasonable or consistent explanation for a pupil's injury; the injury is unusual in kind or location; there have been a number of injuries; there is a pattern to the injuries;
- the pupil's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour; or there is a sudden change in the pupil's behaviour;
- the pupil asks to drop subjects with a particular teacher and seems reluctant to discuss the reasons;
- the pupil's development is delayed;
- the pupil loses or gains weight;
- the pupil appears neglected, e.g. dirty, hungry, inadequately clothed; and
- the pupil is reluctant to go home, or has been openly rejected by his or her parents or carers.
- the pupil has 'gone missing' from School for a period of time with little or no notice; or there is a pattern of repeated absence.

Any member of staff who receives a disclosure of abuse or suspects that abuse may have occurred should follow the procedure as laid out in this document

#### NOTE

These categories are not mutually exclusive and pupils may well be subject to more than one form of abuse.

- 7.3 Pupil abuse occurs to pupils of both sexes and of all ages and in all cultures, religions and social classes. All pupils have a right to be protected.

Identification of pupil abuse is difficult and normally requires both social and expert medical assessments. Medical assessments should only be conducted by a paediatrician or medical professional nominated by Children's Services or by the LADO.



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Information on signs and symptoms is given at the appendices to this policy. It is not exhaustive and it should be remembered that abuse is only one of many causes which could produce any one symptom.

Initially, a situation may not seem particularly serious but it is worth remembering that prompt help given to a family in trouble may prevent a more serious situation from developing.

- 7.4 Staff must report to the Police cases where they discover that an act of FGM (female genital mutilation) appears to have been carried out. Unless the member of staff has a good reason not to, they should still consider and discuss any such cases with the DSL and involve children's social care as appropriate.
- 7.5 Children who go missing from education, particularly on repeat occasions, is a potential indicator of abuse or neglect. The School's procedures for unauthorised absence and for dealing with children who go missing are detailed in the Missing Pupil Policy.

### **8.0 Supporting Pupils**

- 8.1 The School recognises that a pupil who is abused, who witnesses violence or who lives in a violent environment may feel helpless and humiliated, may blame himself, and find it difficult to develop and maintain a sense of self-worth.
- 8.2 The School recognises that it may provide the only stability in the lives of pupils who have been abused or who are at risk of harm.
- 8.3 The School accepts that research shows that the behaviour of a pupil in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Our School will support all pupils by:

- encouraging the development of self-esteem and resilience in every aspect of School life including through the curriculum.
- promoting a caring, safe and positive environment within the School.
- monitoring all absences from School and promptly addressing concerns about irregular attendance with the parent/carer. Any pupil absent for ten school days, where it has not been possible to make contact with a parent/carer, will be reported as a Pupil Missing in Education to the local authority via completing the online CME school notification form.
- If a child leaves Thorpe House School the Headmaster will notify the Local Authority if the Headmaster believes that the child is being home educated, has ceased to attend school, is medically unfit to attend school, is in custody or if the child has been permanently excluded.



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- The Headmaster will inform the local authority whenever children enter Thorpe House School at times other than at the normal transition points (Y3, Y7 and L6) or at times other than the start of the academic year. The DSL will ensure that any Child Protection files are transferred securely to a child's new school as soon as possible and that a confirmation of receipt is obtained.
- Children going missing, particularly repeatedly, can act as a vital sign of a range of safeguarding possibilities. If a child goes missing or runs away this may be linked to abuse or neglect, which may include Child Sexual Exploitation (CSE), child criminal exploitation. It may also indicate mental health problems, risk of travelling to conflict zones, substance abuse, risk of female genital mutilation or risk of forced marriage. Members of staff who suspect that a child has run away or gone missing should follow the Missing Pupil Policy.
- liaising and working together with all other support services and those agencies involved in the safeguarding of pupils.
- if a pupil has medical needs, liaising with the parent/carer, GP and/or matron to ensure that an appropriate care plan is in place.
- notifying Social Care (First Response) as soon as there is a significant concern.
- ensuring that an up to date list of pupils who are subject to a Care Order or who are accommodated by the Local Authority is regularly reviewed and updated.
- notifying Social Care (First Response) when a pupil attending the School is privately fostered. This means when a pupil lives with someone other than their parent, step-parent, aunt, uncle or grandparent for a period of more than 28 days.
- seeking appropriate advice, support and guidance to enable relevant staff to critically evaluate safeguarding information and concerns, and to act on them appropriately.
- providing continuing support to a pupil (about whom there have been concerns) who leaves the School by ensuring that such concerns and School medical records are forwarded under confidential cover to the DSL at the pupil's new School as a matter of urgency. The original copy of significant documents will be retained at our School, and photocopies forwarded as above.

8.4 The school takes bullying very seriously and bullying incidents are treated as a child protection concern when there is reasonable cause to suspect that a child is suffering or is likely to suffer significant harm.

8.5 The school recognises that boys with SEND are a vulnerable group and we take particular care with regard to their safeguarding and wellbeing.

8.6 Peer-on-Peer abuse can take different forms:



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- Sexual violence (e.g. rape, assault by penetration, sexual assault) and sexual harassment (“unwanted conduct of a sexual nature” which can occur online and offline and is likely to violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment). Examples of sexual harassment include:
  - Sexual comments
  - Sexual jokes/taunting
  - Physical behaviour such as brushing up against someone
  - Online sexual harassment which may include non-consensual sharing of images, sexualised online bullying, unwanted sexual comments and messages on social media, sexual exploitation through coercion and threats.
- upskirting, typically involves taking a picture under a person’s clothing (not necessarily a skirt) without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence and may constitute sexual harassment. Anyone of any gender, can be a victim.
- Physical abuse (e.g. hitting, kicking, shaking, biting, hair-pulling)
- Sexting
- Initiation rituals

The risk of peer-on-peer abuse is minimised by explaining what abuse is during Form Times and assemblies as part of the PSHEE curriculum and setting out clear expectations for how pupils should approach other pupils within the structure of the core values of the school. The issue of consent is covered within the PSHEE curriculum. Any allegations of peer on peer abuse should be reported to the DSL who will record the allegation. The allegation will be investigated by senior pastoral staff and appropriate sanctions applied. The police will be notified if there is evidence that a criminal act has been committed.

In the event of an allegation of sexual violence or sexual harassment:

- The allegation should be reported to the DSL
- The victim should be reassured that they are being taken seriously and that they will be supported and kept safe.
- The DSL will make a risk and needs assessment which will consider the protection and support of the victim, the risk and needs of the alleged perpetrator and any actions necessary to protect children, adult students and staff.
- The DSL will consider:
  - The wishes of the victim
  - The nature of the alleged incidents
  - The ages of the children involved
  - The developmental stages of the children involved
  - Any power imbalance between the children
  - Whether the alleged incident is a one-off or part of a sustained pattern of abuse
  - Whether there are on-going risks to the victim, other children or staff
  - Whether there are related issues which may form a wider context
  - The DSL will engage with children’s social care and other agencies, including the police, as necessary.



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The School recognises that children with special educational needs and disabilities can be more prone to peer on peer group isolation than other children and will consider extra pastoral support for those children.

Where an issue of pupil behaviour or bullying gives 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm', staff should follow the procedures below rather than the School's Anti-Bullying and Behaviour policies:

A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation. The School will take advice from the Buckinghamshire Children Safeguarding Board on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the alleged victim and perpetrator. If it is necessary for a pupil to be interviewed by the Police in relation to allegations of abuse, the School will ensure that, subject to the advice of the the safeguarding board, that parents are informed as soon as possible.

### 9. Child Sexual Exploitation

Child Sexual Exploitation (CSE) can occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. In some cases, the abuse will be in exchange for something the victim needs or wants (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

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

These activities can be broadly separated into two areas:

- sexual exploitation through street grooming
- online sexual exploitation.

Sexual exploitation through street grooming can include:

- grooming a child for a sexual purpose. This might involve befriending the child, gaining their trust, giving them drugs, alcohol or gifts, asking them to perform sexual acts as a favour or in exchange for something



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- the movement of children within the UK for the purpose of sexually abusing them (also referred to as internal trafficking)
- the trafficking of children into the UK from other countries for the purpose of sexually abusing them
- controlling a child through physical or psychological means or through the use of drugs for a sexual purpose
- receiving money or goods in payment for someone to have sex with a child (also referred to as child prostitution)
- paying or exchanging goods for sex with a child.

Online sexual exploitation can include:

- grooming children online for the purpose of sexually abusing them. This might involve an adult pretending to be a child, befriending the child through online chat rooms, social networking websites, email, mobile telephone messaging, gaining their trust, stalking their online activities
- asking children to participate in non-contact sexual activities such as engaging in sexual conversations online or via mobile telephone
- asking children to take and share indecent images of themselves online or through a mobile telephone
- asking children to display sexualised behaviours or perform sexual acts that are recorded or shared live via webcam
- the creation, storage and distribution of child abuse images (also referred to as child pornography or indecent images)
- arranging to meet a child in person for the purpose of sexually abusing them.

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation. Signs include:

- unexplained gifts
- unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- drug use, alcohol abuse
- going missing, running away, homelessness
- disengagement with school, not in school, truancy, exclusion
- repeat sexually transmitted infections; in girls repeat pregnancy, abortions, miscarriage
- inappropriate sexual behaviour
- sexually risky behaviour, 'swapping' sex
- children who have older girlfriends or boyfriends
- association with older men
- hanging out with groups of older people, anti-social groups, other vulnerable peers
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- involved in abusive relationships, intimidated and fearful of certain people or situations
- contact with known perpetrators
- self-harming, suicide attempts, overdosing, eating disorders
- injuries from physical assault, physical restraint, sexual assault
- getting into/out of different cars
- seen at known places of concern



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- moving around the country, appearing in new towns or cities, not knowing their location
- gang fights, gang membership
- engagement in offending, criminal activity
- police involvement, police records.

It is not the case that a set number of signs mean definitively that a child or young person is a victim of sexual exploitation. The more signs, however, the greater the risk of sexual exploitation.

Any member of staff who becomes concerned that a pupil may be at risk of child sexual exploitation should speak to the Deputy DSL for their section or DSL immediately.

### 10. Honour-Based Violence (HBV)

HBV encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Such abuse often involves a wider network of family or community pressure and can include multiple perpetrators. All forms of HBV are abuse (regardless of the motivation). Members of staff need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

If a member of staff has a concern regarding a child that may be at risk of HBV or who has suffered from HBV, they should speak to the DSL (or Deputy) who will activate safeguarding procedures. In the case of FGM, since 31 October 2015, there is a mandatory duty to report it to the police and inform the DSL.

### 11. Domestic Abuse

The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

The school will work with the police (Operation Encompass) to provide emotional and practical help to children who are victims of domestic abuse.

It can be difficult to tell if domestic abuse is happening and those carrying out the abuse can act very different when other people are around. Children and young people might also feel frightened and confused, keeping the abuse to themselves.

Signs that a child has witnessed domestic abuse can include:

- aggression or bullying
- anti-social behaviour, like vandalism



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- anxiety, depression or suicidal thoughts
- attention seeking
- bed-wetting, nightmares or insomnia
- constant or regular sickness, like colds, headaches and mouth ulcers
- drug or alcohol use
- eating disorders
- problems in school or trouble learning
- tantrums
- withdrawal.

### 12. If a Pupil Reports Abuse

Thorpe House prides itself on its culture of open and effective communication between staff and pupils, and on its excellent pastoral support structures.

All pupils know that there are adults to whom they can turn to if they are worried, including their Form Tutor and Head of Section. It is important that the member of staff sets the boundaries firmly at the outset of such a conversation, making it clear that no one can offer absolute confidentiality. A pupil who is insistent upon confidentiality should be referred to an external source, such as ChildLine (details are given in the Policy for Pupils on Confidentiality Issues, which will be displayed in the homework diaries, and on notices in the sick bays). If the pupil is only prepared to speak if absolute confidentiality is guaranteed, the member of staff should terminate the conversation at that point. The adult should provide the DSL with a written account of what has transpired as a matter of urgency. The school also provides a box, situated in the Library, for pupils to leave notes to draw attention to possible abuse.

Information about possible abuse may come to a member of staff in several ways - direct allegation from a child that has been abused, through a friend, relative or other child, through a child's behaviour or through observation of an injury to the child.

In the case of an allegation being made by the child concerned or by a third party it is important to remember that:

- Defendants have been acquitted where leading questioning or inappropriate investigation has been proven.
- It is vital that subsequent enquiries should not be prejudiced by detailed questioning in school.

If a pupil decides to speak to a member of staff about the fact that either he/she, or a pupil known to them, is being bullied, harassed or abused, the member of staff should:

- React professionally, and remember that they are not carrying out an investigation, (which is a task for specialists).
- Take what the child says seriously, and calmly, without becoming emotionally involved.
- Make it clear why unconditional confidentiality cannot be offered, (drawing on the policy for pupils on confidentiality issues as necessary).



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- Explain that any adult member of staff is obliged to inform the DSL, if safeguarding issues are involved, in order that specialist help can be arranged.
- Remind the pupil that they could speak directly to the DSL.
- Explain that only those who have a professional “need to know” will be told, and, if appropriate, measures will be set up to protect the pupil from retaliation and further abuse.
- Reassure the child that he or she was right to tell, and that he/she is not to blame for having being bullied or abused.
- Allow the child to tell his or her own story, without asking detailed or leading questions.
- Record what has been said, and allow the pupil to look at the notes and ensure that they are content that it is an accurate record. The notes should record the date, time and place of the conversation and should be signed. The notes should use names and not initials.
- Preserve all evidence such as notes, mobile phones containing text messages or clothing.
- Inform the DSL as soon as possible - at least by the end of the morning/afternoon session of that day.
- Inform the Headmaster immediately in cases where abuse from a member of staff is alleged, or if the incident happened inside the school, or on a school trip. (If the Headmaster is involved the Chairman of Governors should be told immediately).
- Where there are evident signs of physical injury, that may (or may not) be the result of abuse or bullying, medical help should be summoned, or the pupil should be taken to the sick bay. In serious cases, the Police should be informed from the outset.

If a member of staff feels that a pupil’s behaviour or words suggest that they are considering harming themselves or committing suicide the member of staff should inform the DSL as soon as possible.

A pupil against whom an allegation of abuse has been made may be suspended from the school during the investigation. This is in addition to following other steps within this policy as appropriate.

A bullying incident (including cyber-bullying) could be treated as abuse and therefore a child protection concern and will be covered by the remit of this policy if there is reasonable cause to suspect that a child is suffering or likely to suffer significant harm. This includes the requirement to refer any such abuse to social services.

In the event of a disclosure regarding pupil on pupil abuse, all children involved whether perpetrator or victim, are defined as being ‘at risk’.

The DSL will consider how best to support and monitor the pupil concerned through any process of investigation, liaising closely with parents, carers, Local Safeguarding Children



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Board (LSCB), or other agencies involved to identify the support strategies that will be appropriate. On being notified of a complaint or suspicion of abuse, the action to be taken by the DSL will take into account:

- the local inter-agency procedures of Bucks Safeguarding Children Board;
- the nature and seriousness of the suspicion or complaint. A complaint involving a serious criminal offence will always be referred to the Children's Social Care Office (CSCO) or the police;
- the child's wishes or feelings and
- duties of confidentiality, so far as applicable.

If there is room for doubt as to whether a referral should be made, the DSL will consult with the CSCO on a no names basis without identifying the family. However, as soon as sufficient concern exists that a child may be at risk of significant harm, a referral will be made immediately. If a referral is made by telephone, the DSL will confirm the referral in writing to the CSCO within 24 hours via a Multi-Agency Confirmation Form (MACF). If no response or acknowledgment is received within three working days, the DSL will contact the CSCO again. The DSL will ensure that the child is kept up to date with appropriate information relating to the referral as advised by CSCO. In the case of pupil on pupil abuse then it is likely that all the pupils involved, whether perpetrator or victim, will be referred.

If it appears that the child has not suffered or is likely to suffer significant harm but that they would benefit from additional support then the DSL will make a referral to the relevant Multi-Agency Support Hub (MASH) through an Early Help Assessment (EHA) Form Part I and may also use the Family Common Assessment Framework (FCAF) procedure. The DSL and Heads of Section are aware of which pupils are already receiving support or who may be at risk.

In the case of serious harm, the Police will be informed from the outset.

If all parties agree that no clear case has been revealed, the DSL will ensure that a watching brief is maintained to monitor the child's continuing welfare.

The Local Authority Designated Officer (LADO) would provide advice and preside over the investigation of any allegation or suspicion of abuse directed against anyone working in the school.

All allegations will be reported to the LADO immediately and within one working day at the latest.

### 13. **Mental Health**

- 13.1 All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- 13.2 Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.



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- 13.3 Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.
- 13.4 If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the school's safeguarding policy and speaking to the designated safeguarding lead or a deputy.
- 13.5 All staff recognise that they have an important role to play in supporting the mental health and wellbeing of their pupils.

### **14. Confidentiality**

- 14.1 The School recognises that all matters relating to pupil protection are confidential and that the DSL or Headmaster will disclose personal information about a pupil to other members of staff strictly on a need-to-know basis only. However, staff must be aware that they have a professional responsibility to share information with other agencies to safeguard pupils.
- 14.2 Staff will not keep duplicate or personal records of pupil protection concerns. All information will be reported to the DSL and securely stored only in the designated location within the School, separate from the pupil records.
- 14.3 Provision is in place for the information to be accessed in the absence of the DSL in an emergency.
- 14.4 All staff must be aware that they cannot promise a pupil to keep secrets which might compromise the pupil's safety or well-being, or that of another.

### **15. Supporting Staff**

- 15.1 The School recognises that staff working in the School who have become involved with a pupil who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- 15.2 The School will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support. This could be provided by the Headmaster or another trusted colleague, or a representative of a professional body or trade union, as appropriate.
- 15.3 In consultation with all staff, we have adopted a code of conduct for staff at our School. This forms part of staff induction and is in the staff handbook. We understand that staff should have access to advice on the boundaries of appropriate behaviour in order to define and underpin the safe working practices adhered to within our School.
- 15.4 The School is committed to safer recruitment processes. Members of the teaching and non-teaching staff at the School including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches are subject to the necessary statutory child protection checks before starting work, for example, right to work checks, additional



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overseas checks (if necessary), verifying identity, taking up references, checking work history and confirming medical fitness for the role. For most appointments, an enhanced DBS check with 'barred list' information will be appropriate. A DBS certificate will be obtained from the candidate before or as soon as practicable after appointment. Alternatively, if the applicant has subscribed to it and gives permission, the School may undertake an online update check through the DBS Update Service. Full details of the School's safer recruitment procedures for checking the suitability of staff is set out in the School's Recruitment and Selection Policy.

- 15.5 The School has protocols for ensuring that any visiting speakers, whether invited by staff or pupils themselves, are suitable and appropriately supervised. On attending the School visiting speakers will be required to show original current identification documents including a photograph such as a passport or photo card driving licence.
- 15.6 The school has a rigorous induction process for new staff, see induction policy, that focuses on safeguarding. As part of their induction all staff are made aware of systems within Thorpe which support safeguarding and these are explained to them as part of staff induction. It is an expectation that all new staff read and familiarise themselves with the following:
- KCSIE Part 1
  - the child protection policy;
  - the behaviour policy;
  - the staff behaviour policy (sometimes called a code of conduct);
  - the safeguarding response to children who go missing from education; and
  - the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

## **16. Whistleblowing**

If a member of staff has concerns about the behaviour of another member of staff towards a pupil, he or she should report it at once to the DSL or Headmaster (or to the Chairman of Governors where the concern relates to the Headmaster). Any concern will be thoroughly investigated under the School's whistle-blowing procedures. Where there are allegations of criminal activity, the statutory authorities will always be informed. Wherever possible, and subject to the rights of the pupil, the member of staff will be informed of the outcome of the investigation. No member of staff will suffer a detriment or be disciplined for raising a genuine and legitimate concern, providing that they do so with reasonable belief that the allegation is substantially true and in the public interest. If a member of staff is going to make a disclosure it should be made to the employer first, or if they feel unable to use the Schools' procedure the disclosure should be made to a prescribed person as listed in the whistleblowing policy so that employment rights are protected.

## **17. Staff Behaviour (See Staff Code of Conduct)**

- 17.1 In general, pupils should be encouraged to discuss issues that are troubling them with their parents or guardians.



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Staff need to ensure that their behaviour does not inadvertently lay them open to allegations of abuse. They need to treat all pupils with respect and try, as far as possible, not to be alone with a pupil. Where this is not possible, for example, in an instrumental music lesson, or sports coaching lesson, it is good practice to ensure that others are within earshot. Where possible, a physical gap or barrier should be maintained between teacher and pupil at all times. Any physical contact should be the minimum required for care, instruction or restraint. Staff should avoid taking one pupil on his/her own in a car.

### 17.2 Physical contact with pupils

There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role. Staff should, therefore, use their professional judgement at all times. Staff should not have unnecessary physical contact with pupils and should be alert to the fact that minor forms of friendly physical contact can be misconstrued by pupils or onlookers.

A member of staff can never take the place of a parent in providing physical comfort and should be cautious of any demonstration of affection.

Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority. If a member of staff believes that an action could be misinterpreted, the incident and circumstances should be recorded as soon as possible, the DSL informed and, if appropriate, a copy placed on the pupil's file.

### 17.3 Physical Restraint

Any physical restraint is only permissible when a pupil is in imminent danger of inflicting an injury on himself or on another, and then only as a last resort when all efforts to diffuse the situation have failed. Another member of staff should, if possible, be present to act as a witness. All incidents of the use of physical restraint should be recorded in writing and reported immediately to the DSL or Headmaster who will decide what to do next. Where this relates to the School's nursery/EYFS setting, parents will be informed of any physical restraint used on their pupil the same day or as soon as reasonably practicable.

### 17.4 Physical education and other activities requiring physical contact

Where exercises or procedures need to be demonstrated, extreme caution should be used if the demonstration involves contact with pupils and, wherever possible, contact should be avoided. It is acknowledged that some staff, for example, those who teach PE and games, or who offer music tuition, will, on occasions, have to initiate physical contact with pupils in order to support a pupil so they can perform a task safely, to demonstrate the use of a particular piece of equipment/instrument or assist them with an exercise. This should be done with the pupil's agreement.

Contact under these circumstances should be for the minimum time necessary to complete the activity and take place in an open environment. Staff should remain sensitive to any discomfort expressed verbally or non-verbally by the pupil.



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Staff should not give their personal mobile telephone numbers to pupils except in an emergency. If they need to speak to a pupil by telephone, they should use one of the school's telephones. The Group Leader on all trips and visits involving an overnight stay should take a school mobile phone with him/her, and may ask the pupils for their mobile numbers before allowing them out in small, unsupervised groups. The school mobile should be used for any contact with pupils that may be necessary. The Group Leader will delete any record of pupils' mobile phone numbers at the end of the trip or visit.

Avoid comments to or about pupils which could be taken to have sexual overtones. Group discussions which could be interpreted as having sexual overtones must only take place if they are justified in the context of the teaching programme. Similarly, the use of books, videos and films of an explicit or sensitive nature should always have a clear link to the scheme of work and in the case of the latter, be of an acceptable 'rating' for the age group for whom they will be used.

Take special care in a one to one situation with a pupil and if possible inform a colleague if this situation arises. If possible, leave the door open and position furniture appropriately between the member of staff and the pupil. This is particularly relevant to music teachers.

Staff should take particular care to ensure that their conduct should not be misconstrued when supervising pupils in the less formal atmosphere of school trips or extra-curricular activities. Standards of professional conduct and behaviour expected of staff should be no different from that which applies within school.

Members of staff should exercise caution if invited to attend non-school social functions with pupils, outside school hours. They should, ideally, have another colleague with them and must be aware that their presence will be taken as meaning they are a teacher "on duty" or "responsible".

If a pupil either intentionally or accidentally makes inappropriate physical contact with a member of staff or makes a suggestive approach to a member of staff, the member of staff must tell the pupil that his/her language or behaviour is inappropriate, record the incident and report it to the Designated Safeguarding Lead. This is necessary should accusations be made later. The Designated Safeguarding Lead must then decide on the appropriate course of action.

Staff must be aware that it is a criminal offence to have a sexual relationship or engage in sexual activity with a child under 18 or a young adult over 18 where that person is in a position of trust in respect of that child, even if, in the case of those over 16, the relationship is consensual.

Staff should not transport pupils in their cars without prior permission from the DSL/ Headmaster, except in an emergency, or if express permission has been given by the parent(s). If transport is in a member of staff's car for the purposes of a school event prior permission should also be received from the parents. Staff must not give pupils casual lifts though it is acknowledged that if a member of staff has children of their own within the school there may be instances where pupils are transported in a vehicle outside of the school context, for example on a social occasion to a party at the weekend.



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Repeated e-mail (or letter) communication between staff and pupils may also be open to misinterpretation. Communication via e-mail, of course, remains a matter of public record, even if deleted. Staff must always use a school email address and not their personal one.

Members of staff should not be in contact with current pupils using social media sites. Furthermore, pupils must not make friendship requests to or accept friendship requests from members of staff and equally, members of staff must not make or accept friendship requests from pupils. If a member of staff receives a friendship request from a pupil then the request must be immediately rejected and the matter reported to the Headmaster as appropriate who in turn will speak to the pupil.

Corporal punishment is prohibited in all schools in the UK. Hitting a pupil, whether in the spirit of fun or otherwise, or any other form of physical restraint is unacceptable. Any physical restraint is only permissible when a child is in imminent danger of inflicting an injury on himself/herself or on another, and then only as a last resort, when all efforts to calm the situation have failed.

Staff should respect a pupil's privacy in toilets, showers and changing rooms. It is advised that on school trips and expeditions that staff and pupils do not use facilities at the same time. When at a motorway service station, staff accompanying a trip should use the facilities before pupils or just before returning to the coach once the pupils have already returned to the vehicle.

On a residential trip, if a pupil falls ill, the pupil should remain in their own room and medical attention given in view of others, whether it be in their room or in the corridor or in a medical room. Staff should not be on their own with a pupil under any circumstances. Pupils should not be coming into staff bedrooms to receive treatment.

If a pupil falls ill on a trip and requires hospital treatment, a staff member should remain with the pupil until parents have arrived and are able to take parental responsibility. This applies even if a parent has given consent for an ambulance crew to take their child to hospital.

### 17.5 Transporting pupils

It is inadvisable for a teacher to give a lift in a car to a pupil alone. Wherever possible and practicable it is advisable that transport is undertaken other than in private vehicles, with at least one adult additional to the driver acting as an escort. If there are exceptional circumstances that make unaccompanied transportation of pupils unavoidable, the journey should be made known to a senior member of staff.

### 17.6 Confidentiality

Staff members should never give absolute guarantees of confidentiality to pupils or adults wishing to tell them about something serious. They should guarantee only that they will pass on information to the minimum number of people who must be told in order to ensure that the proper action is taken to sort out the problem and that they will not tell



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anyone who does not have a clear need to know. They will also take whatever steps they can to protect the informing pupil or adult from any retaliation or unnecessary stress that might be feared after a disclosure has been made.

### 17.7 Use of Mobile Phones and Cameras

Photographs of pupils will only be taken with their parents' permission (provided in writing via consent form). Photographs taken using staff iPads or the School mobile phone, e.g. at fixtures or on trips, should be downloaded to the School photography folder on return to School and immediately deleted from the device. No staff member is permitted to take photographs on their personal mobile telephone.

The Pre-Prep site is a no mobile phone zone and use of phones is prohibited in all areas except for the Pre-Prep staff room.

### 18. Anti-Bullying

Our policy on the prevention and management of bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under pupil protection procedures.

### 19. Racist incidents

We acknowledge that repeated racist incidents or a single serious incident may lead to consideration under pupil protection procedures.

### 20. Gang Activity

We acknowledge that incidents of gang activity ([www.gov.uk/government/publications/safeguarding-pupils-and-young-people-who-may-be-affected-by-gang-activity](http://www.gov.uk/government/publications/safeguarding-pupils-and-young-people-who-may-be-affected-by-gang-activity)) may lead to consideration under pupil protection procedures.

### 21. Child Criminal Exploitation (CSE) including county lines

**Child Criminal Exploitation** is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.



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The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country, forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered.

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

## 22. Health and Safety

Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our pupils both physically within the School environment and undertaking School trips and visits.

## 23. e-Safety and Social Media (see relevant policy)

All staff should be aware of the School policy on e-safety and social media which sets out our expectations relating to:



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- creating a safer online environment.
- giving everyone the skills, knowledge and understanding to help pupils and young people stay safe online.
- inspiring safe and responsible use and behaviour.
- use of mobile phones both within School and on School trips/outings.
- use of camera equipment, including camera phones.
- what steps to take if you have concerns and where to go for help.

### 24. Cultural Issues

We are aware of the cultural diversity of the community and seek to work sensitively to address the individual cultures of our students and their families as they relate to safeguarding.

### 25. Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children [5-11-year olds](#) and [12-17 year olds](#).

The guides explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an [online child arrangements information tool](#) with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

### 26. Children with family members in prison

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. [NICCO](#) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

### 27. Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The Designated Safeguarding Lead (and any deputies) should be aware of contact



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details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: [Homeless Reduction Act Factsheets](#). The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/ or require accommodation: [here](#).



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### INFORMATION ON SIGNS AND SYMPTOMS OF ABUSE

#### Physical Abuse (Injury)

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

Always remember that symptoms that are difficult to explain could be the result of inflicted injuries.

The following is not definitive or exhaustive but does provide a guide to the more common non-accidental injuries and taken in conjunction with the skin map indicates situations in which more expert advice should be sought:

#### Bruises

Most injuries to pupils are accidental and can be explained simply, all pupils receive bumps and bruises as a result of normal play. Most falls or accidents produce one bruise on a single, usually bony, surface.

Bruising in accidents is usually on the front of the body as pupils generally fall forwards, and there may be marks on their hands where they have tried to break their fall.

Bruising may be faint or severe. Some skins show bruising very easily, others do not. Bruises on black pupils for instance are more difficult to detect.

There may be a pattern to bruising, e.g. after the weekend.

#### Unusual sites for accidental bruising

- Back, backs of legs, buttocks (except occasionally along the bony surface of the spine).
- Mouths, cheeks, behind the ear.
- Stomach, chest.
- Under the arm.
- Genital, rectal area (but ask if the pupil is learning to ride a bike).
- Neck

Bruising to buttocks, lower abdomen, thighs and genital or rectal areas, could be an indicator of sexual abuse.

#### Common types of non-accidental injuries:

- Symmetrical black eyes are rarely accidental, although they may occur where there is a fracture of the head or nose and blood seeps from the injury site to settle in the loose tissue around the eye. A single black eye may be the result of an accident or abuse. Careful



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consideration is required whenever there is an injury around the eye. It should be noted where the lids are swollen and tender and if there is damage to the eye itself.

- Bruising in or around the mouth (especially in small babies).
- Grasp marks on arms – or chest of a small pupil.
- Finger marks (e.g. may be 3-4 small bruises on one side of the face and one on the other).
- Symmetrical bruising (especially on the ears).
- Outline bruising (e.g. belt marks, hand prints).
- Linear bruising (particularly on the buttocks or back).
- Bruising on soft tissue with no obvious explanation.
- Different age bruising on a pupil at any one time other than on the common sites of accidental injury in a pupil of that age.

### Bites

These can leave clear impressions of the teeth. Human bites are oval or crescent shaped. If the distance is more than 3cm across, they must have been caused by an adult or a pupil with permanent teeth.

### Burns/Scalds

It can be very difficult to distinguish between accidental and non-accidental burns but as a general rule of thumb, burns or scalds with clear outlines are suspicious as are burns of uniform depth over a larger area and also splash marks above the main burn areas (caused by hot liquid being thrown).

### Remember also:

- A responsible adult should check the temperature of the bath before a pupil gets in.
- A pupil is unlikely to sit down voluntarily in too hot a bath and cannot accidentally scald its bottom without also scalding its feet.
- A pupil getting into too hot water of its own accord will struggle to get out again and there will be splash marks.
- Small round burns may be cigarette burns (but may be friction burns, and accidental, if along the bony protuberances of the spine).

### Scars

Pupils may have scars, but notice should be taken of an exceptionally large number of scars of differing age (especially if coupled with current bruising), unusual shaped scars (e.g. round ones from possible cigarette burns), or of large scars that are from burns or lacerations that did not receive medical treatment.

### Fractures

These should be suspected if there is pain, swelling and discolouration over a bone or joint. The most common non-accidental fractures are to the long bones (i.e. arms, legs, ribs). It is very rare for a pupil under one year to sustain a fracture accidentally. Fractures also cause pain, and it is difficult for a parent to be unaware that a pupil has been hurt.



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Factors associated with injuries which may be non-accidental are:

- Where the explanation is not consistent with the injury or with the stage of development of the pupil.
- Where there are changes of explanation, no explanation or an excessively plausible explanation of injuries observed.
- Where there has been an unreasonable delay in seeking medical advice which is obviously needed.
- Where there is a history of frequently repeated injury even though the explanation for each individual occurrence appears adequate.
- Constant complaints about a pupil (realistic or unrealistic).
- Over-hasty or violent reaction to a pupil's naughty or annoying behaviour.
- Unrealistic expectations of a pupil's performance, i.e. toilet training, walking, feeding, etc.

### **Neglect**

Neglect is 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.

Warning signs apart from the pupil's obviously neglected appearance include:

- Inappropriate clothing or lack of clothing and an unawareness of the parent/carer that a pupil is inadequately dressed for the prevailing weather conditions.
- A pupil who appears under-fed and is frequently unwell with a permanent runny nose.
- A pupil who is left unsupervised or with a variety of different carers.
- A pupil thriving away from home.
- A pupil with poor language development and/or other developmental delay.
- A pupil whose parents persistently fail appropriately to seek and/or follow medical advice.

Non-organic failure to thrive may be characterised by:

- Pupils with poor weight gain demonstrable on centile charts.
- Poor growth, sparse hair and poor skin tone.
- Perverse eating habits, gorging food, stealing food, enormous appetite.
- Poor sleeping patterns.
- Developmental delay.
- Solitary play behaviours with poor peer group relationship but attention seeking from adults.



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### **Sexual Abuse**

It has become increasingly apparent in recent years that pupils are sexually abused to a far greater extent than was previously recognised or acknowledged.

It is essential that professionals in contact with pupils accept that pupils of both sexes and all ages from infancy to adolescence are abused.

The abuse is often kept very secret by a variety of methods and may carry on for considerable periods of time before it comes to anyone's attention.

Sexual abuse often presents in a veiled way. Although some victims have genital injuries or sexually transmitted disease, relatively few show such a florid picture.

Recognition of sexual abuse is more likely to come from either a direct statement from the pupil or more often from suspicion based on the pupil's circumstances, behaviour or physical symptoms or signs.

The following are commonly-observed physical, emotional, and behavioural indicators but the lists are not exhaustive and none of the signs need to be present in a pupil who has been abused sexually.

Those indicators marked with an asterisk \* should be taken as very serious indicators that sexual abuse has occurred until proven otherwise, as should any allegation by a pupil that he or she has been sexually exploited. The others should alert professionals to the possibility of abuse. Clearly, suspicion increases when several features are present together.

#### **Physical Signs**

- \*Genital lacerations or bruising.
- \*Sexually transmitted diseases.
- Abnormal dilation of anus or urethra.
- Itching, soreness or unexplained bleeding from anus.
- Pain when passing urine, recurrent urinary tract infections, secondary enuresis.
- Faecal soiling or retention.

#### **Behavioural Signs**

##### **Sexual**

- Explicit or frequent sexual preoccupation in talk and play.
- Sexually provocative relationships with adults.
- Hinting at sexual activity or secrets through words, play or drawings.
- Excessive sexual awareness or knowledge of sexual matters, inappropriate to a pupil's age and development.

##### **General**

- Undue fear of men.
- Running away from home.
- Suicide attempts and self-mutilation.



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- Pupil psychiatric problems, including behavioural problems, withdrawal, onset of wetting or soiling, severe sleep disturbances.
- Behaviour indicating a role reversal in the home, e.g. a daughter taking over the mothering role.
- Inappropriate displays of affection between fathers/daughters or mothers/sons, e.g. flirtatious or seductive behaviour, more like lovers than parent and child.

Behaviour especially noticeable in School

- Learning problems, poor concentration, sudden drop in School performance. Although for some sexually abused pupils, School may be a haven and they arrive early, are reluctant to leave and may perform well.
- Marked reluctance to participate in physical activity or to change clothes for PE, swimming etc.
- Poor peer group relationships and inability to make friends.
- Regular avoidance and fear of medical examinations.

### **Emotional Abuse**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development.

Emotional abuse may take the form of failure to meet a pupil's need for affection, attention and stimulation (even though good physical care may be provided) or there may be constant verbal abuse, rejection, scape-goating, threats of violence or attempts to frighten the pupil.

Conversely, some parents may be so over-protective and possessive that they prevent normal social contact or normal physical activity. Both states can be difficult to document or evaluate, but may have crippling long term effects on a pupil's development.

Emotional abuse 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.

Pupils suffering from emotional abuse may:

- Exhibit excessively clingy or attention seeking behaviour.
- Be fearful, withdrawn or emotionally 'flat'.
- Constantly seek to please.
- Be over-ready to relate to anyone, even strangers.
- Have an impaired ability for enjoyment or play.
- Lack curiosity and natural exploratory behaviour.
- Be retarded in language development.
- Have a low self-esteem and feeling of worthlessness.
- Show eating disturbances, growth failure or lack body tone.



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Domestic violence is very damaging to a pupil's emotional development. Where a pupil is living with domestic violence, Schools should consider making a referral to Social Care if the pupil shows any indicators of significant harm.

Certain characteristics have been found to be associated with all forms of abuse, including:

- a history of abuse in the childhood of one or both parents.
- violent behaviour of the parents towards each other or other signs of stress in the adult relationship.
- immature parents often feeling socially isolated.
- parents of low intelligence.
- parents who have significant mental problems.
- pupils with special needs, especially communication difficulties.
- a recent pregnancy.
- parents who have previously abused a child or where there has been suspicion of previous abuse.
- situations of social stress, e.g. financial difficulty, poor housing.
- situations where there appears to be a lack of 'bonding' between the parent and the pupil.

Some pupils may be more vulnerable to abuse due to particular circumstances such as:

- pupils at risk of harm from abuse linked to a belief in spirit possession on the part of their parent, carer or wider community.
- pupils being trafficked from abroad.
- pupils at risk of being forced into marriage.

The School is committed to ensuring that mechanisms are in place to ensure that all pupils, irrespective of colour or background, have equal access to services of the same quality and are treated as individuals requiring appropriate care.



**SAFEGUARDING/PREVENT ALERT FORM**

<b>Pupil's name:</b>	
<b>Class :</b>	<b>Form tutor:</b>
<b>Details of concern:</b>	
<b>Any other relevant information:</b>	
<b>Signed:</b>	<b>Date:</b>
<b>Name, printed:</b>	<b>Position:</b>

The following section is for the **Designated Safeguarding Lead** to complete:

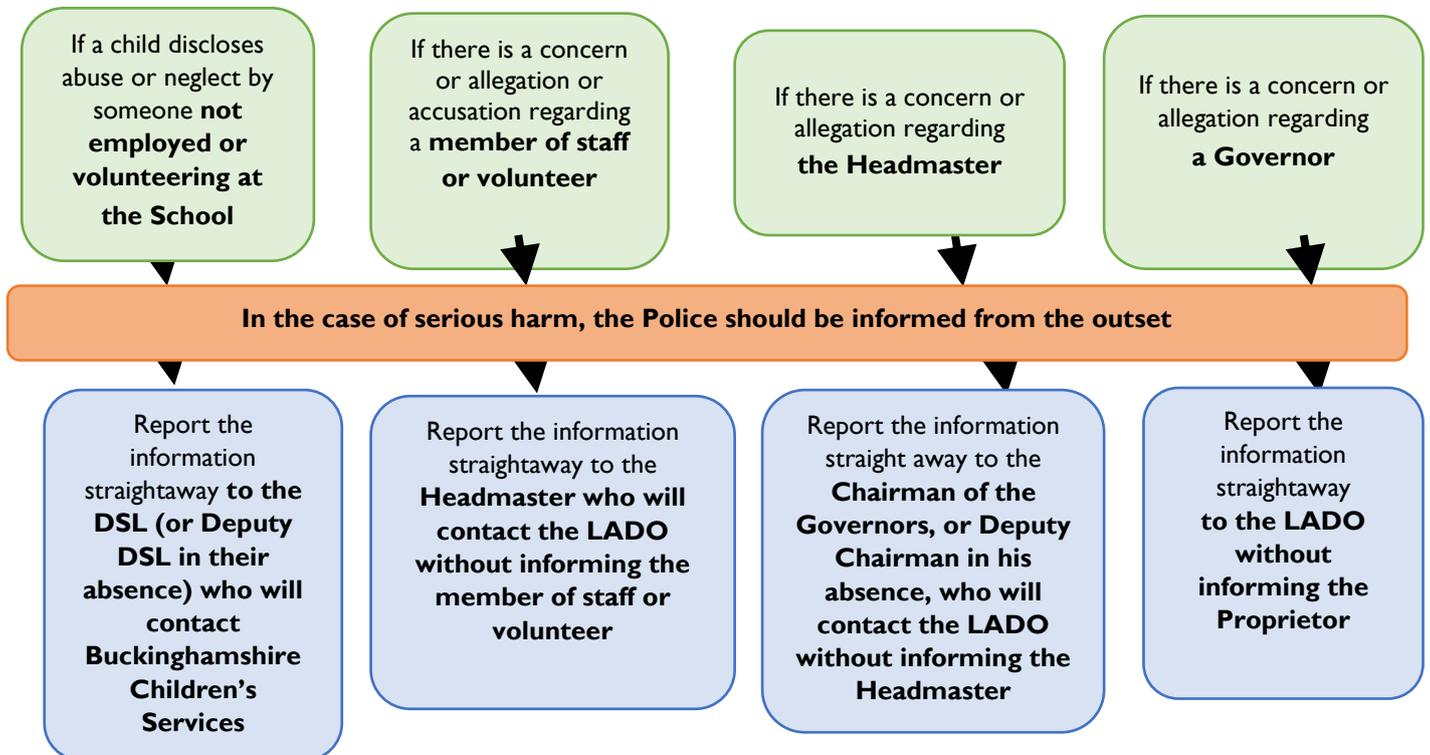
<b>Action, including names of anyone contacted within BSCB:</b>
<b>Follow-up:</b>

**Completed form should be passed to the Designated Safeguarding Lead as a paper copy rather than an electronic copy. If completing the form electronically, please delete it from your documents when printed.**



**SAFEGUARDING CONCERNS OR ALLEGATION OF ABUSE ON A CHILD**

The following safeguarding procedures apply where you become aware a member of staff/volunteer has, or a child discloses to you that an adult has behaved in a way that has, or may have harmed a child; possibly committed a criminal offence against or related to a child or behaved towards a child or children in a way that indicates they may pose a risk of harm to a child.





## **THE ROLE OF THE LADO (LOCAL AUTHORITY DESIGNATED OFFICER)**

The role of the LADO is set out in *Working Together to Safeguard Children (2018)* and is governed by the Authorities duties under section 11 of the Children Act 2004 and SSCB Inter-Agency Policy and Procedures. This guidance outlines procedures for managing allegations against people who work with children who are paid, unpaid, volunteers, casual, agency or anyone who is self-employed.

The LADO must be contacted within one working day in respect of all cases in which it is alleged that a person who works with children has:

- behaved in a way that has harmed, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

There may be up to three strands in the consideration of an allegation:

- a police investigation of a possible criminal offence;
- enquiries and assessment by children's social care about whether a child is in need of protection or in need of services;
- consideration by an employer of disciplinary action in respect of the individual.

The LADO is responsible for:

- Providing advice, information and guidance to employers and voluntary organisations around allegations and concerns regarding paid and unpaid workers.
- Managing and overseeing individual cases from all partner agencies.
- Ensuring the child's voice is heard and that they are safeguarded.
- Ensuring there is a consistent, fair and thorough process for all adults working with children and young people against whom an allegation is made.
- Monitoring the progress of cases to ensure they are dealt with as quickly as possible.
- Recommending a referral and chairing the strategy meeting in cases where the allegation requires investigation by police and/or social care.

The LADO is involved from the initial phase of the allegation through to the conclusion of the case. The LADO is available to discuss any concerns and to assist the school in deciding whether there is a need to make a referral and/or take any immediate management action to protect a child.

***Keeping Children Safe in Education* makes it clear that anybody can make a direct referral to Children's Services including the LADO and other external agencies.**