



FALINGE
PARK
HIGH
SCHOOL

Child Protection and Safeguarding additional information and support

Date: March 2017

Opening Doors; Unlocking Potential

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Document Approvals

This document requires the following approvals:

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Document Distribution

This document will be distributed to:

| Individual/Group | Job Title/Group Type | Distribution Date |
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| All Staff | All Titles/Groups | March 2015 |
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Named staff/personnel with specific responsibility for Child Protection

| Academic Year | Designated Safeguarding lead (DSL) or Deputy DSL | Linked Governor |
|---------------|--|-----------------|
| 2016/17 | Gillian Skerrow (DSL) | Elsie Chadwick |
| 2016/17 | Julia Turrell (Deputy DSL) | Claire Kitson |
| 2016/17 | Emma Rudkowskyj (Safeguarding Officer) | |
| 2016/17 | Natalie Hallas | |
| 2016/17 | Dean Aston | |
| 2016/17 | Harriet Herdman | |
| 2016/17 | Richard Rhodes | |
| 2016/17 | Joanna Sanderson | |
| 2016/17 | Collette Barrett | |
| 2016/17 | Sara Cove | |
| 2016/17 | Jenny Miller | |
| 2016/17 | Andrea Slessor | |
| 2016/17 | Debbie Barlow | |

Training for Designated Staff in School (DSLs) - should refresh their multi-agency training regularly)

| Name of Staff Member/Governor | Date when last attended Safeguarding Training | Provided by Whom (e.g. RBSCB, Governor Support Services, Fair Access Team) |
|-------------------------------|---|--|
| Gillian Skerrow | January 17-Level 3 | H. Crane Training |
| Julia Turrell | January 17-Level 3 | H. Crane Training |
| Emma Rudkowskyj | January 17-Level 3 | Qualified Social Worker |
| Natalie Hallas | January 17-Level | H. Crane Training |
| Dean Ashton | January 17-Level 3 | H. Crane Training |
| Harriet Herdman | January 17-Level 3 | H. Crane Training |
| Richard Rhodes | January 17-Level 3 | H. Crane Training |
| Joanna Sanderson | January 17-Level 3 | H. Crane Training |
| Collette Barrett | Autumn Term 2015 | R.B.S.C.B. |
| Sara Cove | Autumn Term 2015 | R.B.S.C.B |
| Jenny Miller | Autumn Term 2015 | R.B.S.C.B |
| Andrea Slessor | Autumn Term 2015 | R.B.S.C.B |
| Debbie Barlow | January 17-Level 3 | H. Crane Training |

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Whole School Staff Safeguarding Children Training

All staff should receive induction and a training update at regular intervals-from a good practice perspective at least annually, although at FPHS this is always at more regular intervals.

| Who attended (e.g. all teaching and welfare / support staff, Governors, volunteers) | Date | Training Delivered by |
|---|-----------|--|
| Janice Allen | 2015-17 | NSPCC, & Safer recruitment training + RBSCB Sec. Hd. Rep |
| Gillian Skerrow (Lead) | 2015-2017 | Level 1, 2, & 3 R.B.S.C.B, N.S.P.C.C., Child protection.com, Safer Recruitment, Prevent, & H. Crane Training. |
| Julia Turrell | 2015-2017 | Level 1, 2 & 3 Level 1, 2, & 3 R.B.S.C.B, N.S.P.C.C., Child protection.com, Safer Recruitment, Prevent & H. Crane Training. |
| All Staff-At least level 1 | | Level 1-Child Protection 2015 Level 1-Prevent 2016 Level 1-Online safety & Child Protection 2016-17 All delivered via Child Protection.com + annual staff Inset, Safeguarding week & half termly Safeguarding updates delivered in house.+ Chanel training Nov 15, Prevent training Feb '16 (Irfan Chisti-Me & You) CSE & Healthy relationships training –Feb '17. All staff also have to annually read and sign safeguarding documentation to acknowledge their responsibilities. |
| Governors | 2015-17 | Safer Recruitment training x 5, Child Protection training x 4 |

FPHS SAFEGUARDING - Additional information and support.

AIMS OF OUR SAFEGUARDING POLICY

Falinge Park High School fully recognises the contribution we can make to protecting and supporting the welfare of all our pupils/students. We are committed to providing a safe, secure and supportive learning environment where we “Open doors and unlock the potential of everyone”. As a school we aim for all our children to develop and grow into mature, responsible and successful members of society

We believe that:

- All children/young people have the right to be protected from harm;
- Children/young people need to be safe and to feel safe in school;
- Children/young people need support which matches their individual needs, including those who may have experienced abuse;
- All children/young people have the right to speak freely and voice their values and beliefs;
- All children/young people must be encouraged to respect each other’s values and support each other;
- All children/young people have the right to be supported to meet their emotional, and social needs as well as their educational needs – a happy healthy sociable child/young person will achieve better educationally;
- Young people with Special Educational Needs and Disabilities are at an increased risk of abuse and/or neglect, thus available support mechanism are in place within school to reduce this risk and keep them safe.
- Schools can and do contribute to the prevention of abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views and risk taking behaviours;
- All staff and visitors have an important role to play in safeguarding children and protecting them from abuse.

FRAMEWORK OF OUR POLICY

Education staff have a crucial role to play in helping identify welfare concerns and indicators of possible abuse or neglect, at an early stage: referring those concerns to the appropriate organisation, namely Rochdale Child Care Services, contributing to the assessment of a child’s needs using the Children’s Needs and Response Framework and, in particular, using and embedding the Common Assessment Framework as an early intervention tool. They will also be well placed to give a view on the impact of treatment or intervention on the child’s care or behaviour.

Child Protection is the responsibility of **all** adults and especially those working with children.

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PROTECTING CHILDREN FROM RADICALISATION: THE PREVENT DUTY (DfE June 2015).

The Counter-Terrorism and Security Act 2015 places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). Young people can be exposed to extremist influences or prejudiced views, in particular those via the internet and other social media. Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from child sexual exploitation, drugs, gang violence or alcohol.

The Prevent strategy aims to protect vulnerable people from being drawn into terrorism. While it remains rare for children and young people to become involved in terrorist activity, young people from an early age can be exposed to terrorist & extremist influences or prejudiced views. We recognise that as with other forms of safeguarding strategies, early intervention is always preferable. Our school is committed to working with other local partners, families and communities, and we will play a key role in ensuring young people and their communities are safe from the threat of terrorism.

We also recognise that our School has a duty of care to our pupils and staff which includes safeguarding them from the risk of being drawn into terrorism. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Prevent can work within both violent and non-violent extremism arenas and can include topics such as hate crime, racism, bullying, on line safety and extreme political view

Our School is committed to:

- Establishing a single point of contact in terms of safeguarding
- Assessing the risk of students being drawn into terrorism
- Developing an action plan to reduce the risk
- Training staff to recognise radicalisation and extremism
- Referring vulnerable people to Channel
- Prohibiting extremist speakers and events
- Managing access to extremist material - ICT filters
- Been confident about British Values

We recognise that some young people, who are vulnerable to extreme views, may find it difficult to develop a sense of self-worth and to view the world in a positive way. We also recognise that their behaviour may be challenging at times and that some may cause offence or harm to others.

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We will therefore always take a considered and sensitive approach in order that we can support all of our pupils by:

- providing a safe environment for children and young people to learn and develop in our school setting, and
- identifying children and young people who are particularly vulnerable to extreme views / radicalisation and taking appropriate action in accordance with the schools Safeguarding procedures with the aim of making sure they are kept safe both at home and in our school setting.
- making appropriate referrals to the Local Authority for early intervention and support where necessary
- ensuring that staff member(s) or governor(s) responsible for safeguarding are kept fully aware of their responsibilities by attending relevant training and briefings
- letting staff, parents and pupils know how to voice their concerns
- responding to any allegations appropriately in accordance with appropriate school policies and procedures

Further departmental advice available at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

WHAT IS ABUSE AND NEGLECT?

Somebody may abuse or neglect a child by inflicting harm, or by knowingly not preventing harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children.

SIGNIFICANT HARM

Harm means ill treatment or the impairment of health or development, where:

- Health means physical or mental health;
- Development means physical, intellectual, emotional, social, or behavioural development,
- Ill treatment means sexual abuse and forms of ill treatment which are not physical, such as seeing the ill treatment of another.

There is no absolute criterion for defining significant harm. It may be one single incident or a combination of both acute and long standing circumstances that interrupt, change or damage the child's physical or emotional development.

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The question of whether harm suffered by a child is “significant”, turns on the child’s health or development. His/her health or development shall be compared with that which could reasonably be expected of a similar child. Section 120 of the Adoption and Children Act 2002 updates the definition of harm in the Children Act 1989, it includes the “impairment suffered from seeing or hearing the ill treatment of another.” This makes the case for the need to refer where professionals have concerns regarding the impact of Domestic Violence on Children.

PHYSICAL ABUSE

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child.

EMOTIONAL ABUSE

Emotional abuse is the persistent emotional ill treatment of a child, such as to cause severe and persistent adverse effects on the child’s emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve 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 ill treatment of a child, though it may occur alone.

SEXUAL ABUSE

Sexual abuse involves forcing or enticing a child or a young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative acts (e.g. rape or buggery) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at pornographic material, involving children in the production of pornographic material, watching sexual activities or encouraging children to behave in sexually inappropriate ways.

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 a child’s health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical and emotional harm or danger or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

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CHILD TO CHILD/PEER ON PEER ABUSE

Child to child abuse can take a number of forms. Children can abuse each other emotionally, physically, or sexually. The abuse can take place in various settings, home, school, residential care homes, foster homes or on the streets etc. Physical or verbal bullying and behaviours such as isolation, name calling and hitting can be especially damaging when they are persistent.

Peer abuse is a complex issue affected by many different factors. The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred and it is difficult to distinguish precisely abusive behaviour from behaviour that is merely inappropriate. The significance of different behaviours also needs to be explored with special regard to the related concepts of true consent, power imbalance and exploitation. True consent should be thought of as being informed, not forced, in an equal relationship, without financial or other inducements and free of pressure to comply. Power imbalances can often occur through differences of age, size, levels of sexual knowledge or understanding. Race and gender can also be significant, as can the issue of whether one party or the other has any disabilities or SEN needs. Peer-on-peer abuse should not be passed off as "banter" and will not be tolerated. Indeed allegations of peer abuse must be taken as seriously as allegations of abuse perpetrated by an adult. Anyone who has a concern that a child might have been abused by another child should refer their concerns immediately to either the DSL/Deputy DSL or Safeguarding officer as available in person or via the IT based "My Concerns" system

SEXTING/YOUTH PRODUCED SEXUAL IMAGERY

Youth Produced Sexual Imagery best describes Sexting because

- "Youth Produced" includes young people sharing images that they, or another young person, have created of themselves.
- "Sexual" is clearer than "indecent". A judgement of whether something is decent is both a value judgement and dependent upon context.
- "Imagery" covers both still photos and moving videos.

(UKCCIS Guidance: Sexting in schools and colleges, responding to incidents and safeguarding young people)

When an incident involving "Youth Produced Sexual Imagery" comes to school's attention

- The incident should be referred to the DSL/Safeguarding Officer as soon as possible.
- There will be subsequent interviews with the young people as appropriate.
- Dependent upon access to the images the DSL/ Safeguarding Officer will then decide to contact parents and/or Children's Social Care and/or the Police dependent upon the nature of the images and upon their judgement as to whether a young person has been harmed or is at risk of harm.

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The dangers of Sexting is a key aspect of curriculum delivery and is included within both IT and PSHE lessons. Additionally we access support from outside agencies to provide one to one sessions and group work around the safe use of technology and healthy relationships.

ORGANISED OR MULTIPLE ABUSE

Organised or multiple abuse involves either:

- a) A number of abusers acting together to abuse, or recruit for abuse, one or more children;
Or
- b) One person abusing, or recruiting for abuse, a number of children across a number of families, within institutions or within the wider community.

FABRICATED OR INDUCED ILLNESS IN CHILDREN

Fabricated or induced illness in children occurs when significant harm is caused to a child by the actions of a parent/carer who deliberately fabricates or induces the symptoms of ill health to a child. The actions may be as a result of omission or commission and include behaviours such as:

- Deliberately giving false history of illness which leads to unnecessary medical investigation.
- Withholding essential medication.
- Deliberate burning or other damage to the skin to induce symptoms;
- Introducing foreign material to tests (e.g. adding blood to urine) or other behaviour which causes damaging or unnecessary tests to be performed on the child;
- Deliberately inducing fits in the child;
- Removal of, or tampering with, necessary medical equipment;
- withholding essential medication;

CHILD SEXUAL EXPLOITATION

Definition of Child Sexual Exploitation

From: Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation DFE: Feb 2017

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

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Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

There is a strong commitment from all key partners under the banner of Project Phoenix to improve our collective knowledge and understanding of child sexual exploitation in Greater Manchester and to develop a consistent and effective approach to identifying and responding to it. Therefore Phoenix has agreed to use the definition developed by the Children's Society in collaboration with young people, which is:

'Someone taking advantage of you sexually, for their own benefit. Through threats, bribes, violence, humiliation, or by telling you that they love you, they will have the power to get you to do sexual things for their own, or other people's benefit or enjoyment (including: touching or kissing private parts, sex, taking sexual photos).'

As in all cases, concerns that a child may be at risk of sexual exploitation will be discussed with the education establishment's DSL and a decision made as to whether there needs to be consultation with and a CP referral to Rochdale MASS.

Rochdale has a dedicated CSE team - 'Sunrise' based within the MASS and this team tackles sexual exploitation and related harm in the borough of Rochdale.

The team includes professionals from the police, children's social care, sexual health and Early Break.

They provide a safe and confidential environment where young people can go for help, advice and support. Children are offered a range of therapeutic interventions including one-to-one counselling, group-work sessions and drop-in support.

They also remind people about child sexual exploitation, so they know what it is and that it's happening. Working with schools we deliver preventative education programmes and provide specialist training to professionals so they know what signs to look out for.

NB: Children can be perpetrators as well as victims

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ONLINE CHILD ABUSE

Online child abuse is the searching for, sharing and downloading of indecent or obscene images (photographs and digital images or animations) of children or images of children being physically or sexually abused. It is also approaching children online with the intention of developing a sexual relationship in the “real” world (so called “grooming”). Such approaches can involve the assumption of a false identity, in particular the pretence of being a child, although this is not always the case. Other forms of online child abuse include children being sent indecent or obscene images, being asked to send indecent images of themselves or their friends, being engaged in sexually explicit talk and being encouraged to perform sexually explicit acts on themselves or their friends (so called “cybersex”).

FEMALE GENITAL MUTILATION AND THE MANDATORY REPORTING DUTY

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers, along with social workers and healthcare professionals, to report to the police** where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. As a school we acknowledge that it will be rare for teachers to see visual evidence, and clearly they will not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies.

Section 5B (11) of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) provides a definition for the term ‘teacher’.

The Mandatory reporting duty commenced in October 2015 and teachers must report cases where they discover that an act of FGM appears to have been carried out to the police on the non-emergency 101 number. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school/college’s designated safeguarding lead and involve children’s social care as appropriate. Further guidance available below:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/526153/Keeping_children_safe_in_education_guidance_from_5_September_2016.pdf

FORCED MARRIAGE AND HONOUR BASED VIOLENCE

Forced marriage is a human rights abuse. It can constitute both child abuse and sexual abuse. The United Nations considers it a form of trafficking, sexual slavery, and exploitation. Some, however, still see it as a private, personal, domestic, family, religious, or cultural issue.

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A clear distinction must be made between a **forced** marriage and an **arranged** marriage. The tradition of arranged marriages has operated successfully within many communities and many countries for a very long time. In arranged marriages, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the child/young person.

Forced marriage, whether a religious or civil ceremony, cannot be justified on religious grounds. Every major faith condemns it and freely given consent is a prerequisite of Christian, Jewish, Hindu, Muslim and Sikh marriages.

In forced marriage, one or both spouses do not consent to the marriage and some element of duress is involved. Duress includes both physical and emotional pressure and abuse.

Forced marriage is primarily, but not exclusively, an issue of violence against females. Most cases involve young women and girls aged between 13 and 30, although there is evidence to suggest that as many as 15% of victims are male. Falinge Park High School follows Rochdale Multi-Agency Safeguarding Children procedures for cases of dealing with forced marriage for a child/young person under 18 years of age and any individual in school/college who receives information, or has reason to believe that a child/young person is at risk of or subject to a forced marriage, should speak with the DSL in school/college who should then make a CP referral to MASS in line with the procedures.

(http://greatermanchesterscb.proceduresonline.com/chapters/p_force_marriage.html)

Honour based violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community. It is often linked to family members or acquaintances who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with the traditional beliefs of their culture.

DOMESTIC VIOLENCE

Any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial, or emotional) between adults (age 18 or over) who are, or have been, intimate partners or family members, regardless of gender-these include Mother, Father, son, daughter, brother, sister, grandparent, in-laws and step family.

CHILD TRAFFICKING

Trafficking of persons' shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat of or use of force or other forms of coercion, or abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation.

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Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar, servitude or the removal of organs.

CHILDREN MISSING EDUCATION (DFE Statutory guidance) January 2015.

Falinge Park High School follows Rochdale Council CME guidance which outlines Rochdale Borough Council's systems for identifying and maintaining contact with children missing from education and the steps taken to identify those at risk.

In accordance with guidance, a child missing from education is defined as someone of compulsory school age who is not on a school roll, not being educated otherwise (e.g. at home, in independent schools or in alternative provision) or who has been out of any educational provision for four weeks or more.

There are a number of reasons why children fall out of the education system, including when they:

- fail to start appropriate provision and hence never enter the system;
- cease to attend, failing to return after exclusion or withdrawal; or
- Fail to complete a transition between providers (e.g. after moving to a new Local Authority).

Difficulties can also arise when children enter or leave provision where information is not routinely exchanged (e.g. between Independent Schools, Voluntary Organisations) or where arrangements straddle more than one Local Authority and where moves are between different countries.

N.B. Definitions of Child abuse and lists of signs and symptoms are useful, but should not narrow the vision and sensitivity of those who are involved in the care of children. Of paramount importance is the constant alertness to the risk of child abuse in all families, cultures and communities.

POSSIBLE INDICATORS OF ABUSE

POSSIBLE SIGNS OF PHYSICAL ABUSE

PHYSICAL SIGNS

- Unexplained injuries including improbable explanations.
- Untreated injuries.
- Recurrent injuries.
- Injuries with a pattern e.g. hand/finger marks, discernible belt marks.
- Burns/scalds e.g. cigarette marks,
- Bite marks
- Symptoms of unexplained concussion
- Admitted injuries caused by excessive punishment.

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BEHAVIOURAL SIGNS

- Fear of adult/carer, including fear of returning home.
- Refusal to change for P.E.; keeping limbs covered.
- Fear of medical help
- Self-destructive tendencies
- Aggression towards others.
- Sudden, unexplained change in behaviour
- Learning difficulties
- Very low self-esteem including failure to respond to praise.

POSSIBLE SIGNS OF EMOTIONAL ABUSE

- Developmental delay (physical, mental, emotional)
- Admission of punishment which seems excessive
- Overreaction to mistakes
- Sudden speech disorders
- Rocking, hair twisting/pulling etc.
- Self-mutilation
- Extremes of passivity or aggression
- Drug/solvent abuse
- Repeated running away
- Scavenging for food or clothes
- Extreme attention seeking
- Bedwetting

POSSIBLE SIGNS OF SEXUAL ABUSE

BEHAVIOURAL.

- Chronic depression,
- Suicidal feelings
- Excessive use of drugs/alcohol
- Unexplained memory loss,
- Excessive day dreaming
- Not allowed out or to have friends to visit
- Truancy
- Gang-association and/or isolation from peers/social networks;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;

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- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours;

PHYSICAL

- Unexplained pregnancy
- Sexually transmitted disease
- Acquisition of money, clothes, mobile phones etc. without plausible explanation;
- Inappropriate sexualised behaviour for age;
- Self-harm or significant changes in emotional well-being

POSSIBLE SIGNS OF NEGLECT

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor clothing
- Emaciated
- Frequent lateness, earliness or non-attendance at school
- Destructive tendencies
- No social relationships
- Compulsive stealing
- Scavenging for food and clothes
- No carer at home
- Very low self esteem

N.B.

- Some, none, or all of these indicators may be evidence of abuse.
- Your knowledge of the child will need to be taken into account. Is there a significant change in behaviour?
- These are possible signs of abuse *“signs... can do no more than give rise to suspicion-they are not in themselves proof that abuse has occurred”*. The context will need to be taken into account.

CONFIDENTIALITY

Sharing information is vital to effective Child Protection work and the issue of confidentiality is therefore secondary to the child’s need for protection. Confidentiality may NOT be maintained if the withholding of the information will jeopardise the welfare of the child.

CONFIDENTIALITY AND CHILDREN'S RIGHTS

Children may disclose abuse or indicate possible abuse but request that when they tell you, it is kept 'secret'. As the protection of children relies on information being shared amongst those who need to know, promises to keep such confidentiality can never be given. You should tell the child that you will have to share the information, who that is with and when you will have to do it. The child's wishes and feelings regarding their involvement in this process of sharing information should be fully considered.

RESPONDING TO PUPIL INITIATED CONCERNS

Action needs to be immediate. It is hard to think of any other business which would take priority on a normal day. Safeguarding is the only non-negotiable at Falinge Park High School.

WHAT CAN I SAY AND DO TO HELP THE CHILD?

Some suggestions for responding to the child who discloses:

- Actively listen to the child (stop what you are doing, look at him/her, respond by nodding and making supportive sounds)
- Control your expressions of panic, shock or horror
- Express your belief that the child is telling the truth
- Use the child's language and vocabulary
- Tell the child that this has happened to other children, and that they are not the only one.
- Reassure the child that to disclose is the right thing to do, emphasising that whatever happened was not their fault and that they are not bad.
- Tell the child that you know some adults do wrong things, acknowledging that some things are difficult to talk about.
- Tell the child that you will do your best to support them
- Indicate that you will have to make a report of this incident to the named Child Protection Officer in school
- Indicate that they may need to pass the information onto Child Care Services or the Police.

It is important that you remain calm and in control of your feelings when the child discloses to you. Your role at this point is to support and reassure the child.

You will not be helping the child if you:

- Look or act shocked/disgusted or become angry or distressed yourself.
- Make any judgmental statement about the alleged perpetrator (the child may well love this person and just want the abuse to stop)
- Make promises you cannot keep, such as promising not to tell anyone
- Seek details beyond those that the child freely wants to tell you. Your role is to listen to the child, not to conduct an investigation.

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- Ask any direct questions or name behaviour or body parts (this may prejudice any subsequent investigation).

During a conversation:

1. LISTEN – CLARIFY – STOP.
2. BELIEVE – REASSURE.
3. BE OPEN – about next step about getting help/sharing the information.

Never collude in secrets or make promises you can't keep.

GOOD PRACTICE

It is good practice to ask a child why they are upset or how a cut or bruise was caused, or to respond to a child wanting to talk to you. Such action promotes good child protection practice, as it helps to clarify what may have been vague concerns and is, therefore, likely to result in the appropriate action being taken.

When action is taken it is also good practice, where possible, to keep in mind the child's need to be kept informed and supported.

WHAT CAN I EXPECT FROM THE CHILD WHEN HE OR SHE DISCLOSES ABUSE TO ME?

The child may feel

GUILTY. Children often blame themselves for the abuse. Many believe it is punishment for being naughty and that this is the treatment they deserve. Some believe that it is because they were in the wrong place, doing something they had been told not to do, wearing the wrong clothes or because they are 'horrible' children. Children often feel guilty for telling someone about the abuse.

ASHAMED. Children are often ashamed about the abuse itself, particularly sexual abuse. Genital areas in our society are often referred to as being 'dirty places' 'naughty bits' or as 'down there', this does not help children to tell adults about sexual abuse.

CONFUSED. Children are often confused about their feelings for the perpetrator. Sometimes they see the person as two people. They may love and be very close to 'kind' Uncle, who may give them presents, love, affection and security, while 'nasty' Uncle is the man who hurts, humiliates, and threatens, the man who makes them keep a 'secret' and who is violent towards them.

SCARED. Children are often fearful of the repercussions of telling. They may be scared of the perpetrator, scared that the abuse may recur, scared that the family will break up, scared that they will be taken away, scared that no one will believe them, or scared that they will be blamed.

Abused children need constant reassurance and support that they are all right, they did the right thing and they are not to blame for the abuse.

Opening Doors; Unlocking Potential

RECORDING INFORMATION

Accurate recording is vital. It is best done at the time or immediately afterwards to aid memory, quoting verbatim the child's words wherever possible. Include all relevant information, focussing on facts, as distinct from any interpretation of the facts. Use objective language. Include the time and date and sign it.

Be aware of your wider responsibilities, this may be the start of a process that can lead to a Case Conference or Court Hearing. You must not corrupt the evidence. Therefore avoid leading questions and do not corrupt the evidence. Restrict questions to eliciting and clarifying basic information. Leave detailed interviewing to the Police/Child Care Services.

COLLATING INFORMATION

When deciding appropriate action, you may need to consult key colleagues to expand knowledge of the child. Taking into account the child's needs is paramount here.

AFTER A CONVERSATION

- **RECORD**
- **COLLATE**
- **REFER CONCERNS TO SOCIAL SERVICES-VERBAL & WRITTEN**
- **SUPPORT THE CHILD- INFORMATION/REASSURANCE.**
- **COMMUNICATE-INTERNAL & THEN WITH CHILD CARE SERVICES (as necessary)**

CONTACTING PARENTS

It is good practice to be as open and honest as possible with parents/carers. The parents should be aware from the start of any Child Protection procedures, that the school is fulfilling its legal obligations, it is not personally attacking the parents. Talking to children and their parents/carers is part of the recognition process. Research shows that involving parents/carers in this way, leads to better outcomes for the child and their family.

HOWEVER: YOU MUST NOT DISCUSS YOUR CONCERNS WITH PARENTS/CARERS IF:-

- **SEXUAL ABUSE is suspected.**
- **FORCED MARRIAGE is suspected.**
- **ORGANISED OR MULTIPLE ABUSE is suspected.**
- **FABRICATED OR INDUCED ILLNESS is suspected.**
- **Contacting parents/carers would PLACE A CHILD, YOURSELF, OR OTHERS AT RISK.**

N.B. You must document your reasons for not informing parents/carers of your concerns.

Opening Doors; Unlocking Potential

CLASSROOM CLIMATE AND SCHOOL ETHOS

Setting a “listening” climate within the school, where pupils’ viewpoints are valued, and ensuring an ethos where promoting self-esteem is considered important, are key factors in both preventative and supportive work in the curriculum.

Self-esteem activities throughout the school will promote:

- Pupils feeling good about themselves.
- Pupils being positive about their work.
- Pupils taking pride in their achievement.
- Pupils developing a high sense of self-respect and competence.

CLASSROOM STRATEGIES FOR CHILD PROTECTION

A child spends 30 hours or more per week in school in the care of adults who have been trained in child development and have great expertise in the knowledge of their behaviour. Teachers are in an ideal position to detect signs of abuse.

Child protection is not just about detection or recognition. Schools can play a vital role in preparing children to resist and recognise abuse for themselves. A coordinated curriculum approach can only have positive benefits in helping to keep the children in our care safe from harm.

DEVELOPING A TEACHING PROGRAMME

Research has shown that offenders, especially sexual abusers, usually target children who are:

- On their own
- Lacking in self confidence
- Quiet
- Non-Assertive

It has also shown that the majority of abusers:

- Assault in their own home
- Are known to the children
- Use secrecy as a tool for cover
- Often “test out” children’s reactions.

Consequently knowledge, skills and understanding of the following are suggested as key elements for curriculum activities.

EMOTIONS - within relationships
 - Understanding/expression

Opening Doors; Unlocking Potential

- Sensitivity
- RELATIONSHIPS**
 - respect for others
 - Values/attitudes
 - touching
- TRUST**
 - building trust
 - Breaches of trust
- ASSERTIVENESS**
 - standing up for opinions
 - understanding passive/aggressive natures.
- RISK**
 - assessment of situation
 - Consequences

DESIGNATED TEACHER IN SCHOOL

G. SKERROW (Deputy Headteacher)

DEPUTY DESIGNATED TEACHER IN SCHOOL

J. TURRELL (Head of Faculty-Access & Achievement)

SAFEGUARDING OFFICER (Social worker)

E. RUDKOWSKYJ