



Families & Social Care Directorate
CHILDREN'S SAFEGUARDS TEAM



SAFEGUARDING POLICY
PRIORY INFANT SCHOOL
September 2017

Date Agreed : Sept 27th 2017

Date of Next Review : *September 2018*

Key Contact Personnel in School

Designated Safeguarding Lead (DSL) : **Mrs Tracey Jones**

Safeguarding Team: Mrs Viv Botting; Mrs Karen Pugh; Mrs Marie Regan

Safeguarding Governors : Una Bellingham and Alison Issott

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School Policies on related Safeguarding Issues (to be read and followed alongside this document)

- “Keeping Children Safe In Education” March 2015 DFE
- Online Safety Policy
- Behaviour Policy
- Physical Intervention Policy
- Procedures for Managing Allegations Against Staff
- Guidelines for Safeguarding Record Keeping in Schools
- Safeguarding Induction Leaflet for School Staff
- Health and Safety Policy
- Guidance for Safer Working Practice for Adults who Work with Children and Young People / Code of Conduct for Staff
- KSCB document : Safer Practice with Technology – Guidance for Adults who Work with Children and Young People
- Anti-Bullying Policy
- Equality Statement
- The Prevent Strategy website and KS1 resources
- Let’s Talk About It website (linked to PREVENT) <http://www.ltai.info/about/>
- Guidance on the Use of Photographic Images
- Safer Recruitment Guidelines
- Whistle-Blowing Policy
- Procedures for Assessing Risk (re school trips)
- First Aid and Accident Policies
- DOH (2009) “Safeguarding Disabled Children – Practice Guidance”

These documents can be found saved on the school’s Admin system. Many are also available to access via the school website www.priory.kent.sch.uk

CONTACT DETAILS FOR CHILDREN’S SAFEGUARDS TEAM :

East Kent Area Safeguarding Adviser : 03000 418503

Local Authority Designated Officer (Team) : 03000 410888

See also contacts sheet on noticeboard in Headteacher’s office which is updated regularly.

INTRODUCTION:

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes the DfES guidance Safeguarding Children and Safer Recruitment in Education (2007), the Framework for the Assessment of Children in Need and their Families (2000) and Working Together to Safeguard Children (2010).

Because of our close day to day contact with children, “education staff have a crucial role to play in helping identify welfare concerns and indicators of possible abuse and neglect at an early stage” (*Working Together to Safeguard Children 2010*)

The Governing Body and staff of Priory Infant School take seriously our responsibility under Section 175 Education Act 2002 (Section 157 for independent schools) to safeguard and promote the welfare of our pupils/students, to minimise risk and to work together with other agencies to ensure adequate arrangements are in place within our school to identify, assess, and support those children who are suffering harm.

Ofsted’s definition of safeguarding

“Safeguarding is not just about protecting children from deliberate harm. It includes issues for schools such as: pupil health and safety; bullying; racist abuse; harassment and discrimination; use of physical intervention; meeting the needs of pupils with medical conditions; providing first aid; drug and substance misuse; educational visits; intimate care; internet safety; issues which may be specific to a local area or population, for example gang activity; school security.” (*Briefing for Section 5 Inspectors on Safeguarding Children, Ofsted 2011*)

This policy should thus be understood alongside school policies on related safeguarding issues as listed on page 2 of this document. Related policies can be found saved in the school’s Admin system. They are also available to access via the school website www.priory.kent.sch.uk.

This policy will be reviewed on an annual basis by the Governing Body which has responsibility for oversight of school safeguarding and child protection systems. The Designated Safeguarding Lead / Head Teacher will ensure regular reporting on safeguarding activity and systems in school to the Governing Body. The Governing Body will not receive details of individual pupil situations or identifying features of families as part of their oversight responsibility.

Our school is a community and all those directly connected (staff, governors, parents, families and pupils) have an essential role to play in making it safe and secure. We welcome suggestions and comments contributing to this process.

ETHOS

Priory Infant School recognises the importance of providing an ethos and environment within school that will help children to feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to.

We recognise that children who are abused or witness violence are likely to have low self-esteem and may find it difficult to develop a sense of self worth. They may feel helplessness,

humiliation and some sense of blame. Our school may be the only stable, secure and predictable element in their lives.

Priory Infant School will endeavour to support the welfare and safety of all pupils through:

- maintaining children's welfare as our paramount concern
- ensuring the content of the curriculum includes social and emotional aspects of learning
- ensuring that child protection is included in the curriculum to help children stay safe, recognise when they don't feel safe and identify who they might / can talk to
- providing suitable support and guidance so that students have a range of appropriate adults to approach if they are in difficulties
- promoting a positive, supportive, neutral and secure environment where pupils can develop a sense of being valued and heard in their own right
- ensuring all steps are taken to maintain site security and student's physical safety
- working with parents to build an understanding of the school's responsibility to ensure the welfare of all children including the need for referral to other agencies in some situations
- ensuring all staff are able to recognise the signs and symptoms of abuse (including FGM and risk of radicalisation) and are aware of the school's procedures and lines of communication
- monitoring children and young people who have been identified as having welfare or protection concerns; keeping confidential records which are stored securely and shared appropriately with other professionals
- developing effective and supportive liaison with other agencies
- using The Prevent Strategy guidance to ensure that the school is aware of and can respond to threats of extremism, terrorism and radicalisation of children and families

RESPONSIBILITIES

The DSL Team has overall responsibility for the day to day oversight of safeguarding and child protection systems in school. Including

- Co-ordinating safeguarding action for individual children
- Liaising with other agencies and professionals
- Ensuring that locally established procedures are followed and making referrals as necessary
- Acting as a consultant for staff to discuss concerns
- Maintaining a confidential recording system

- Representing or ensuring the school is appropriately represented at inter-agency safeguarding meetings (including Child Protection conferences)
- Managing and monitoring the school's part in CAF / Child in Need / Child Protection plans
- Organising training for all school staff

The Family Liaison Officer (DSL trained) will work under the Head Teacher's guidance to liaise with other agencies.

The Governing Body and school leadership team will ensure that the DSL is properly supported in this role at a time and resource level.

However, **Child Protection and welfare are the responsibility of all staff in school and ANY observation, information or issue which results in concern for a pupil's welfare MUST be reported to the Designated Safeguarding Lead person.**

In order to protect confidentiality, safeguarding information about individual children is shared on a need to know basis only and thus, what may seem to be a minor issue to one staff member, may be highly significant to the bigger picture of risk.

SAFEGUARDING AND CHILD PROTECTION PROCEDURES

Priory Infant School adheres to the local KSCB Safeguarding Children Procedures (2007). A copy of *"Keeping Children Safe in Education" (DFE March 2015)*, the *Kent and Medway Safeguarding Children Handbook (KSCB 2007)* (purple book), *'What to do if you are Worried About a Child Being Abused' (DfES 2006)* and the **Kent and Medway Inter-Agency Threshold Criteria for Children in Need** can be found on the notice board in the staff room.

A copy of the Assessment Framework can also be found in the staff room and in the Headteacher's office.

Additional extended KSCB procedures relating to specific safeguarding issues can be found on the KSCB website www.kscb.org.uk

It is the responsibility of the DSL to gather and collate information obtained on individual children, to make immediate and on-going assessments of potential risk and to decide (with parents / carers in most cases) on the appropriateness of referrals to partner agencies and services.

The school subscribes to "My Concern", a recognised and secure system for recording and reporting. DSLs have administration rights to this system, teachers and other key members of staff have restricted user rights. Training on "My Concern" was rolled out to all staff in June 2017.

To help with decision making the DSL may choose to consult with the Area Children's Officer (Safeguarding). Advice may also be sought from Children's Social Services Duty Social Workers who offer opportunities for consultation as part of the Child in Need / Child Protection process. Issues discussed during consultations may include the urgency and gravity of the concerns for a child or young person and the extent to which parents/carers are made aware of these. Some concerns may need to be monitored over a period of time before a decision to refer to Children's Social Services or other services is made.

Such referrals might include referral to Children's Social Services as either Child Protection or Child in Need, to Police where there are potential criminal issues, referral to the Early Help team or referral to services such as Child and Adolescent Mental Health Service (CAMHS), counselling, MARAC, etc..

Referrals to Children's Social Services will be made using Kent's online inter-agency referral form and with reference to the Kent and Medway Interagency Threshold Criteria for Children in Need. In situations where there are felt to be urgent or grave concerns, a telephone referral will be made prior to the form being completed and sent to the County Duty Team. All referrals are now made via the County Duty Team / KCAS.

In all but the most exceptional cases parents/carers will be made aware of the concerns felt for a child or young person at the earliest possible stage and in the event of this becoming necessary, their consent to a referral to Social Services will be sought.

In the absence of the availability of the DSL to discuss an immediate and urgent concern, advice should be sought from the Central Referral Unit Tel : 03000 41 11 11 by an alternative senior member of staff or by the member of staff who has the concerns.

The role of the school in situations where there are child protection concerns is NOT to investigate but to recognise and refer.

On occasion, staff may pass information about a child to the DSL, but remain anxious about action subsequently taken. Staff should feel able to clarify with the DSL further progress (although they should not expect to be given confidential detail), so that they can reassure themselves the child is safe and their welfare being considered. If following this process, the staff member remains concerned that appropriate action is not being taken, it is the responsibility of that staff member to seek further direct consultation from either a member of the Children's Safeguards Team or the local Children's Social Services Team who will be able to discuss the concern and advise on appropriate action to be taken.

The school has a nominated governor for safeguarding named on the front of this document. The nominated governor will take the lead role in ensuring that the school has an effective policy which interlinks with related policies; that locally agreed procedures are in place and being followed; and that the policy and structures supporting safeguarding children are reviewed annually.

A statement in the school prospectus and information given at New Entrants meetings will inform parents and carers about our school's duties and responsibilities under child protection and safeguarding procedures. Parents can obtain a copy of the school Safeguarding Policy and other related policies on request or can view via the school website www.priory.kent.sch.uk.

Recognition and categories of abuse:

All staff in school should be aware of the definitions and signs and symptoms of abuse. There are four categories of abuse :

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

The most up to date definitions are found in Appendix 1 of this document.

Indicators and signs of abuse are listed in the leaflet “***Safeguarding Children and Child Protection - Induction Leaflet Guidelines for School Staff***” distributed to all staff as part of their induction. A copy of this leaflet can be found on the staff room notice board.

Staff need to remember that child abuse can occur within all social groups regardless of religion, culture, social class or financial position. Children who have a disability are statistically subject to greater risk of abuse and are particularly vulnerable.

It is also important to remember that those who abuse children can be of any age, gender, ethnic group or background and it is important not to allow personal preconceptions to prevent recognition or action taking place.

INDUCTION AND TRAINING

All school staff and volunteers are given a comprehensive safeguarding induction (to include internal school procedures and responsibilities; child protection processes; how to recognise and respond to signs and symptoms of concern and abuse; safe working practices; information about e-safety; request to make self declaration about being banned “by association”). All staff must undergo refresher training every three years. (Last whole staff training was done on 3rd September 2014). Training is organised and led by the DSL in line with government guidance.

The nominated governor should receive safeguarding training from a strategic perspective on a three yearly basis, to be disseminated to the rest of the Governing Body.

The school leadership team will ensure the DSL(s) attend the required safeguarding training when they first take up the role and that they continue to update their knowledge on an on-going basis and at least every 2 years as required by guidance. (See training log kept in DSL file in HT office. All DSLs completed update training in 2017)

The DSL Team will ensure that all new staff and volunteers are appropriately inducted as regards the school’s internal safeguarding procedures and communication lines. A summary information sheet is available to be given to staff and volunteers to support this process.

The DSL Team will provide an annual report to the Governing Body detailing safeguarding training undertaken by all staff and will maintain up to date registers of who has been trained.

RECORD KEEPING

Staff must record any welfare concern that they have about a child on a safeguarding incident/concern form (with a body map where injuries have been observed) to be passed to the DSL. Records must be completed as soon as possible after the incident/event and must be signed and dated.

Green incident/concern forms are kept in each class, in the hall and in the staff room (see attached sample)

Safeguarding records are kept centrally and securely by the DSL and are shared on a 'need to know' basis only. The majority of records are kept securely on the "My Concern" system, with minimal hard copies kept in the DSL filing cabinet in Headteacher's office.

Detailed guidance on Record Keeping is found in a separate document "*Guidelines for Safeguarding Record Keeping in Schools*" – Staff MUST familiarise themselves with the responsibilities outlined in this document.

All safeguarding records will be forwarded to a child's subsequent school under confidential and separate cover to the new DSL or Head Teacher. Currently this is done via "My Concern" (where the receiving school uses this system) registered post or hand delivered. The school uses the secure Egress Switch facility for secure online transfer of information between multi agencies as required.

ALLEGATIONS AGAINST MEMBERS OF STAFF AND VOLUNTEERS

Priory Infant School recognises that it is possible for staff and volunteers to behave in a way that might cause harm to children and takes seriously any allegation received. Such allegations should be referred immediately to the Head Teacher who will first contact the Local Authority Designated Officer Team (LADO) to agree further action to be taken in respect of the child and staff member.

All staff need to be aware that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. When in doubt – consult.

For specific guidance on how to respond to allegations against staff, please refer to the "*Procedures for Managing Allegations Against Staff*" which can be found saved on the school's Admin system or **KCC's Whistle-blowing Procedures** (e-mail link on staff noticeboard)

WORKING WITH OTHER AGENCIES

Priory Infant School recognises and is committed to its responsibility to work with other professionals and agencies both to ensure children's needs are met and to protect them from harm. We will endeavour to identify those children and families who may benefit from the intervention and support of external professionals and will seek to enable referrals (in discussion with parents/carers) as appropriate.

Schools are not the investigating agency when there are child protection concerns and thus, the school will pass all relevant cases to the statutory agencies, who we will support in undertaking their roles. Staff should understand that alongside this, the school may have a crucial role in supporting the child whilst investigations and assessments take place.

Priory Infant School recognises the importance of multi-agency working and will ensure that staff are enabled to attend relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings and CAF Teams around the Child.

The School Leadership Team and DSLs will work to establish strong and co-operative relationships with relevant professionals in other agencies, including using The Prevent Strategy guidance to ensure that the school is aware of and can respond to any threats of extremism, terrorism and radicalisation of children and families.

CONFIDENTIALITY AND INFORMATION SHARING

Safeguarding and child protection information is confidential and personal. Other than the agreed communication lines in school, it is for the DSL(s) to decide what information needs to be shared, with whom, how and when, and whether consent needs to be gained for this process. If in any doubt, the DSL can seek advice from the Children's Safeguard's Team on the numbers outlined at the start of this document.

If a member of staff needs to seek advice about a safeguarding situation for a child independently for the purposes of keeping a child safe (specifically with the Children's Safeguards Team or Children's Social Services), it is appropriate for the detail to be discussed, although the staff member may choose to maintain the anonymity of the child whilst initial consultation takes place.

All staff should remain aware that they cannot keep 'secrets' and absolute confidentiality with children, and that if children disclose abuse or give information that suggests they may be unsafe, this MUST be passed on to the DSL as soon as possible. The child should be told who their disclosure will be shared with and what will happen next. Further advice on dealing with disclosures can be found in the document ***"Child Protection - Dealing with Disclosures in School"***

CURRICULUM AND STAYING SAFE

Schools play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned. Working Together to Safeguard Children (2010) states that the curriculum should ensure opportunities for "developing children's understanding, awareness and resilience".

Priory Infant School will use the curriculum to provide opportunities for increasing self awareness, self esteem, social and emotional understanding, assertiveness and decision making

so that students have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others. Systems have been established to support the empowerment of children to talk to a range of staff when they are in difficulty and to raise comments, complaints and feedback about their school experience. Children will be listened to and heard and their concerns will be taken seriously and acted upon as appropriate. Records will be kept of reported incidents in line with guidance.

Specific systems outside of expected day to day classroom interaction and support include :

- PSHE schemes of work to empower children to better protect themselves – the school has a strong ethos of caring and safety
- “Feeling Safe” curriculum days / weeks
- Use of appropriate Prevent Strategy resources for KS1 in assemblies
- Behaviour Management Policy and Physical Intervention Policy
- Anti-bullying strategies – the school does not condone bullying and will always investigate any concerns from any source
- Care Plans/Individual Education Plans – these are set up before children begin school but can be initiated in response to need. Individual Education Plans are put in place for any Children In Care and for all High Needs SEN children.
- External agencies may work alongside the school to support families/children
- School Council (consultation/children’s rights). All the children complete a self-assessment at the end of each school year where they are asked if they feel safe and who they can talk to.
- Complaints procedures
- Health and Safety
- Risk Assessments
- Extra curricular activities including football, cricket, hockey, dance, singing, tennis, cookery, arts & crafts, French
- Whistle blowing procedures
- Procedures to prevent unsuitable employment
- DBS checking
- Clear communication procedures between DSL/FLO and other members of staff
- Awareness raising with staff about appropriate contact with children and families e.g. social networking and use of mobile phones
- Attendance procedures
- Online safety policies and schemes of work to teach children how to protect themselves when using the internet

ONLINE SAFETY

It is recognised that the use of new technologies presents particular challenges and risks to children both inside and outside of school. Priory Infant School will ensure a comprehensive curriculum response to enable all pupils/students to learn about and manage the associated risks effectively and will support parents and the school community (including all members of staff) to become aware and alert to the needs of keeping children safe online. Detailed information can be found in the school’s **Online Safety policy** which can be found on the website and in the school’s Admin system (policies folder).

Whole staff training in Online Safety is regularly updated (Twilight training booked for November 2017).

SUPERVISION AND SUPPORT:

Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL.

All newly qualified teachers and classroom assistants have a mentor or co-ordinator with whom they can discuss concerns including the area of child protection.

The DSL can put staff and parents in touch with outside agencies for professional support if they so wish. Staff can also approach Support Line directly.

SAFE WORKING PRACTICE

Staff are required to work within clear Guidelines on Safe Working Practice / the school's Code of Conduct.

Children may make allegations against staff in situations where they feel vulnerable or where they perceive there to be a possible risk to their welfare. As such, all school staff should take care not to place themselves in a vulnerable position regarding child protection or potential allegations. For example, it is always advisable for interviews or work with individual children or parents to be conducted in view of other adults. Physical intervention should only be used when the child is endangering him/herself or others and such events should be recorded and signed by a witness. Staff should be aware of the school's ***Behaviour Management and Physical Intervention Policies***, and any physical interventions must be in line with agreed policy and procedure in which appropriate training should be provided. Full advice and guidance can be found in ***Guidance for Safer Working Practice for Adults who Work with Children and Young People*** which can be found on the schools Admin system (policies folder)

Staff should be particularly aware of the professional risks associated with the use of electronic communication (e-mail; mobile phones; texting; social network sites) and should familiarise themselves with advice and professional expectations outlined in ***Guidance for Safer Working Practice for Adults who Work with Children and Young People***, the school's ***Online Safety Policy*** and ***Acceptable Use Policy*** and the ***KSCB document : Safer Practice with Technology – Guidance for Adults who Work with Children and Young People***

COMPLAINTS

The school has a ***Complaints Procedure*** available to parents, pupils/students and staff who wish to report concerns. This can be found in the School Prospectus.

All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific ***Procedures for Managing Allegations Against Staff***.

SAFER RECRUITMENT

Priory Infant School is committed to ensure that all steps are taken to recruit staff and volunteers who are safe to work with our pupils/students and have their welfare and protection as the highest priority. The Governing Body and School Leadership Team are responsible for ensuring that the school follows safe recruitment processes outlined within Guidance, including accurate maintenance of the Single Central Record; and an application,

vetting and recruitment process which places safeguarding at its centre, regardless of employee or voluntary role.

The Governing Body will ensure that the Head Teacher, other senior staff responsible for recruitment and one member of the Governing Body complete accredited Safer Recruitment Training in line with government requirements.

THE USE OF SCHOOL PREMISES BY OTHER ORGANISATIONS

Where services or activities are provided separately by another body using the school premises, the Head Teacher and Governing Body will seek assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection and that relevant safeguarding checks have been made in respect of staff and volunteers. If assurance is not achieved, an application to use premises may be refused.

SECURITY

All staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. We operate within a whole-school community ethos and welcome comments from pupils/students, parents and others about areas that may need improvement as well as what we are doing well.

Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within guidance. Visitors will be expected to sign in and out via the office visitors log and to display a visitors badge whilst on school site. Any individual who is not known or identifiable should be challenged for clarification and reassurance.

The school will not accept the behaviour of any individual (parent or other) that threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site.

APPENDIX 1 - DEFINITIONS OF 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. It should be noted that abuse can be carried out by both men, women and children.

Physical Abuse

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

Signs that MAY INDICATE physical abuse

Bruises and abrasions around the face

Damage or injury around the mouth

Bi-lateral injuries such as two bruised eyes

Bruising to soft area of the face such as the cheeks

Fingertip bruising to the front or back of torso

Bite marks

Burns or scalds (unusual patterns and spread of injuries)

Deep contact burns such as cigarette burns

Injuries suggesting beatings (strap marks, welts)

Covering arms and legs even when hot

Aggressive behaviour or severe temper outbursts.

Injuries need to be accounted for. Inadequate, inconsistent or excessively plausible explanations, or a delay in seeking treatment should signal concern.

Emotional Abuse

Emotional Abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse affects 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 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 and may include interactions beyond the child's developmental ability, overprotection, limitation of exploration or learning, prevention of normal social interaction. Seeing or hearing ill-treatment of another, serious bullying (including Cyberbullying) causing children to frequently feel frightened or in danger, or exploitation and corruption of children. Some level of emotional abuse is involved in all types of ill-treatment of a child, although it may occur alone.

Signs that MAY INDICATE emotional abuse

Over reaction to mistakes

Lack of self-confidence/esteem

Sudden speech disorders

Self-harming

Extremes of passivity and/or aggression

Compulsive stealing

Drug, alcohol, solvent abuse
Fear of parents being contacted
Unwillingness or inability to play
Excessive need for approval, attention and affection

Sexual Abuse

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 penetrative (i.e. rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may include non-contact activities, such as involving children in looking at, or the production of, sexual images, or watching sexual activities, or 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.

Signs that MAY INDICATE Sexual Abuse

Sudden changes in behaviour and school performance
Displays of affection which are sexual and age inappropriate
Self-harm, self-mutilation or attempts at suicide
Alluding to secrets which they cannot reveal
Tendency to cling or need constant reassurance
Regression to younger behaviour for example thumb sucking, playing with discarded toys, acting like a baby
Distrust of familiar adults. Anxiety of being left with relatives, a child minder or lodger
Unexplained gifts or money
Depression and withdrawal
Fear of undressing for PE
Sexually transmitted disease
Fire setting

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. It may occur in pregnancy as a result of maternal substance abuse. Once a child is born it may involve a parent or carer failing to provide adequate food, shelter and clothing (including exclusion from home or abandonment), failing to protect a child from physical or emotional harm or danger, failure to ensure adequate supervision including the use of inadequate care-givers 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.

Signs that MAY INDICATE neglect.

Constant hunger
Poor personal hygiene
Constant tiredness
Inadequate clothing
Frequent lateness or non-attendance at School

Untreated medical problems
Poor relationship with peers
Compulsive stealing and scavenging
Rocking, hair twisting and thumb sucking
Running away
Loss of weight or being constantly underweight
Low self esteem

Further information on Preventing Radicalisation under The Counter-Terrorism and Security Act: Identifying cases of pupils at risk of involvement in extremist behaviour

Exposure of children to extremist ideology can hinder their social development and educational attainment alongside posing a very real risk that they could support or partake in an act of violence. Radicalisation of young people can be compared to grooming for sexual exploitation.

Every member of staff at Priory Infant School recognises that children exposed to radicalisation and extremism is no different to safeguarding against any other vulnerability and should be approached in the same way as protecting children from other risks.

All staff and governors complete an e-learning training package developed by The National Counter Terrorism Policing Headquarters (NCTPHQ), in conjunction with the College of Policing which includes guidance on how to identify people who may be vulnerable to being drawn into terrorism, and how to refer them into the Channel process. The Designated Safeguarding Lead has attended additional training which includes further information on the Prevent Duty.

Further information on 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 also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Further information on Female Genital Mutilation Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which

individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines referred to above. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

All staff were trained in FGM awareness at INSET on Sept 4th 2017.

Appendix 2

Procedure for dealing with disclosures (the 6 R's – what to do if):

1. Receive

- Listen to what is being said without displaying shock or disbelief
- Take what is said seriously
- Note down what has been said

2. Reassure

- Reassure the pupil that they have done the right thing in talking to you
- Be honest and do not make promises you cannot keep eg “It will be alright now”
- **Do not promise confidentiality**; you have a duty to refer
- Reassure and alleviate guilt, if the pupil refers to it eg “you’re not to blame”
- Reassure the child that information will only be shared with those who need to know

3. React

- React to the pupil only as far as is necessary for you to establish whether or not you need to refer the matter, but do not interrogate for full details
- **Do not** ask leading questions; “Did he/she....?” Such questions can invalidate evidence.
- **Do** ask open “TED” questions; Tell explain describe
- Do not criticise the perpetrator; the pupil may have affection for him/her
- Do not ask the pupil to repeat it all for another member of staff
- Explain what you have to do next and who you have to talk to

4. Record

- Make some brief notes at the time on any paper which comes to hand and write them up as soon as possible
- Do not destroy your original notes
- Record the date, time, place, any non-verbal behaviour and the words used by the child. Ensure that as far as possible you have recorded the actual words used by the child.
- Record statements and observable things rather than your interpretations or assumptions

5. Remember

- Contact the designated member of staff
- The designated teacher may be required to make appropriate records available to other agencies
- KSCB

6. Relax

- Get some support for yourself