

Wynstones

A Steiner Waldorf School

CHILD PROTECTION & SAFEGUARDING POLICY

Contact details:

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Early Years Child Protection & Safeguarding Lead:

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Child Protection & Safeguarding Administrator

Sian Green 01452 429225 sgreen@wynstones.com

Should the designated Lead be absent the matter should be referred to designated person on the Board of Trustees:

Trustees responsible for Child Protection & Safeguarding:

Graham Kennish (gkennish@wynstones.com)

and Ted Yates (tyates@wynstones.com)

TO REPORT ABUSE AND SEEK ADVICE:

Local Authority Designated Officer's (LADO):

Nigel Hatten 01452 42699(nigel.hatten@gloucestershire.gov.uk)

Georgina Summers / Tracey Brooks 01452 426320

The LADO on duty can also be contacted on 07717 571801

Gloucestershire Safeguarding Children Board,
Safeguarding Children Service,
Room 114, Block 1, Shire Hall, Gloucester. GL1 2TG
(mail@gscb.org.uk)

Any member of staff, volunteer or visitor who receives a disclosure of abuse, an allegation or suspects abuse must report it immediately to the Designated Safeguarding Lead or a member of the Safeguarding Team.

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1. Introduction

- 1.1. This policy applies to all staff, trustees, volunteers, students, or anyone working on behalf of Wynstones School.
- 1.2. This policy has been written in accordance with and being aware of the latest guidance provided by the Department for Education: Keeping Children Safe in Education July 2018.
- 1.3. The Board of Trustees takes seriously its responsibility to safeguard and promote the welfare of children and to working together with other agencies to ensure adequate arrangements within our school to identify, assess and support those children who are suffering harm.
- 1.4. We recognise that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.
- 1.5. All staff believe that our school should provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual child.
- 1.6. Safeguarding, and promoting the welfare of children, is a broader term than child protection. It encompasses protecting children from maltreatment, preventing impairment of children's health or development, and ensures children grow up in safe circumstances.
- 1.7. Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or likely to suffer, significant harm.

2. Aims and Objectives

- 2.1. Wynstones School strives to create an environment where learning, truth, justice, respect, spirituality and community are promoted.
- 2.2. The overall aim of this policy is to safeguard and promote the welfare of the children in our care (in situations where child abuse is suspected our paramount responsibility is to the child).
- 2.3. This school holds that all children, regardless of age, disability, gender, racial heritage, religious belief, sexual orientation, identity or diversities have the right to equal protection from all types of harm and abuse.

This will be achieved by:

- Continuing to develop awareness of, and train all staff in Safeguarding (particular care should be taken with children with disabilities and SEN) and their responsibilities in identifying abuse.
- Having a **Safeguarding Group** all of whom are trained to level 2 in child protection. Training which will be renewed every two years. The group consists of:
 - A Designated Safeguarding Lead (Marianne Law-Lindberg)
 - A Deputy Designated Safeguarding Lead (Rebekah Hoyland)
 - An Early Years Safeguarding Lead (Orsi Antal)
 - A Safeguarding Administrator (Sian Green)
 - A Trustee responsible for Safeguarding (Graham Kennish / Ted Yates)
- Recognising that safeguarding children encompasses positive support for all children as well as child protection issues.
- Creating a work environment where safeguarding issues can be talked about in a useful and supportive way.
- Providing and monitoring uptake and effectiveness of regular mandatory child protection training for staff, carers and volunteers.
- Building links with other professionals so that advice can be sought when necessary.
- Having a commitment to early intervention to aim to prevent children becoming at risk of harm.
- Ensuring that all staff are aware of, and confident to use, the referral

procedures within the school.

- Monitoring children who have been identified as 'at risk'.
- Sharing information about concerns with agencies who need to know, and involving parents and children appropriately.
- Having whistle blowing procedures.
- Having a clear media policy that covers the use of mobile phones and cameras in the school.
- Continuing to develop and create an environment where children feel secure, have their viewpoints valued, are encouraged to talk and are listened to, as set out in the behaviour policy.
- By the relationship between the class teacher and the child facilitating open communication and the sharing of problems.
- Providing effective support for staff and volunteers through a system of mentoring, staff review and training.
- Having a behaviour policy for staff, pupils and volunteers.
- Recruiting staff and volunteers safely, ensuring all necessary checks are made.
- Ensuring that all staff have basic child protection training that is renewed every year. This is monitored on the single central register by the Education Support Lead.
- Making parents aware that the school staff work in partnership with other agencies to promote and safeguard the welfare of pupils.
- Publishing information for parents/carers in the School Handbook and / or website telling them the name of the **Designated Safeguarding Lead (DSL)** and that staff are required to follow the procedures laid down by Gloucestershire Safeguarding Children Board.
- Ensuring that parents are aware that this policy is available on request, and make the policy available on the website.
- Ensuring that risk assessments are carried out when necessary.
- Having a range of interlinked safeguarding policies as set out below that will all serve to protect and support the children at the school.

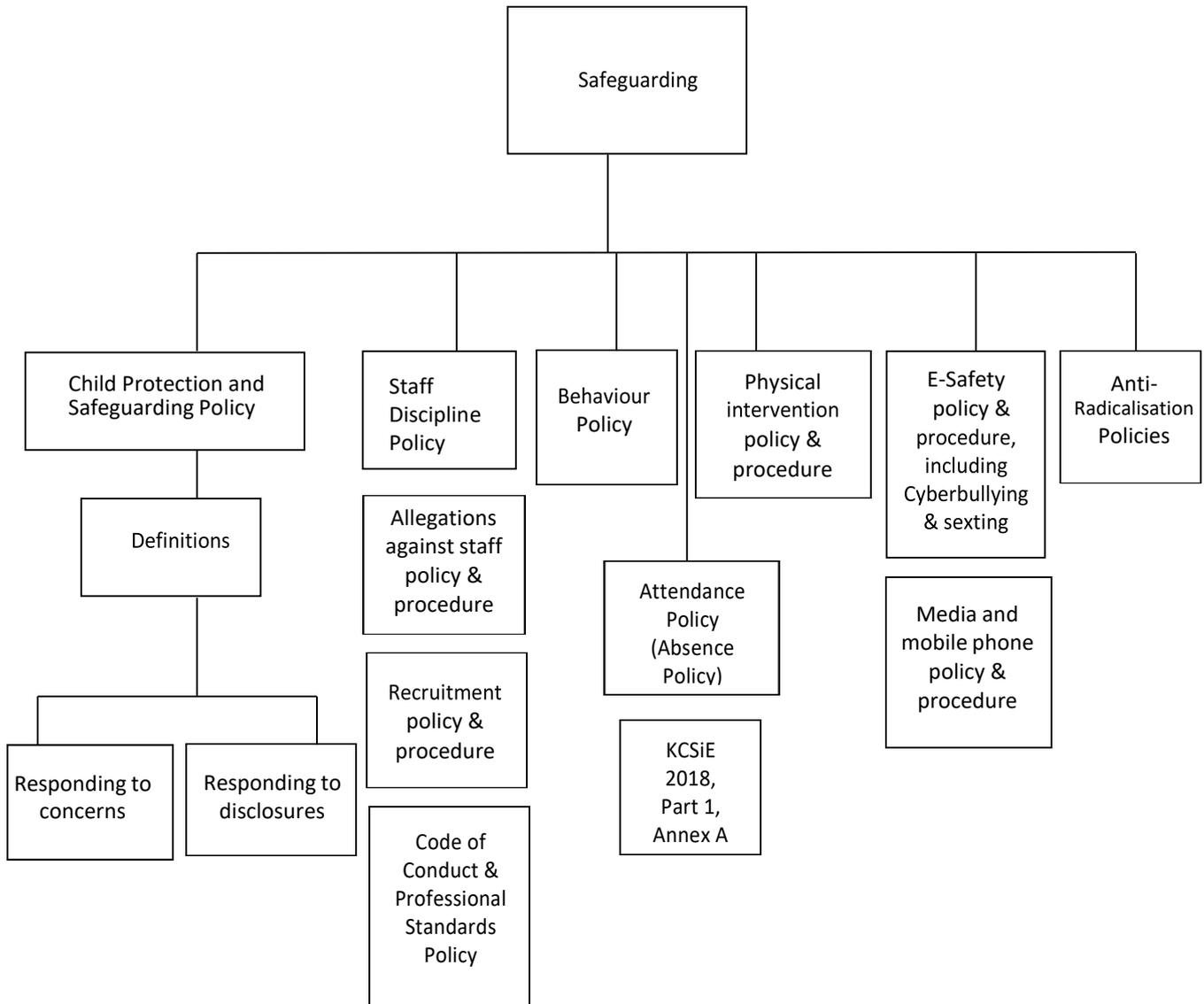
3. Fundamental British Values

3.1. British values are defined by the Department for Education as:

- democracy
- the rule of law
- individual liberty
- mutual respect and tolerance for those with different faiths and beliefs.

3.2. These are implicitly embedded in Steiner education and therefore in the curriculum and ethos of Wynstones School. All staff are expected to uphold and promote these values.

4. The Scope of Safeguarding



5. Providing a Safe and Supportive Environment

5.1. Safe Practice

The Board of Trustees understands its responsibilities to ensure that:

- 5.1.1. The Child Protection/Safeguarding Policies are updated annually.
- 5.1.2. The school operates safer recruitment procedures.
- 5.1.3. The school has procedures for dealing with allegations of abuse against staff.
- 5.1.4. A senior member of staff undertakes the responsibility of Designated Safeguarding Lead (DSL). This person is supported by an Early Years specialist and a member of the Board of Trustees.
- 5.1.5. A member of the Board of Trustees takes responsibility for Child Protection/Safeguarding.
- 5.1.6. The DSL has attended the 1 day multi-agency training (level 2) which is renewed every 2 years.
- 5.1.7. All staff undertake a basic child protection training which is renewed every year.
- 5.1.8. All members of staff are provided with child protection awareness information at induction so that they know who to discuss a concern with. This includes the following policies; Child Protection, Behaviour, Code of Conduct as well as compulsory trainings, some of which are renewed annually.
- 5.1.9. All staff and volunteers understand their responsibilities for being alert to signs of abuse and referring these to the DSL.
- 5.1.10. All members of staff are given a copy of our Child Protection and Safeguarding Policies in the Staff Handbook.
- 5.1.11. The Child Protection and Safeguarding Policies are available on the school website and via the school office.

5.2. Safer Recruitment

- 5.2.1. The school implements safer recruitment procedures and has a separate recruitment policy.
- 5.2.2. All staff are required to have an enhanced DBS check.
- 5.2.3. A check is made to ensure that any registered teacher is not disqualified from teaching.
- 5.2.4. All staff teaching under 8's sign a disclaimer stating they are not 'disqualified by association'.
- 5.2.5. A single central register (SCR) is kept up to date.
- 5.2.6. Any recruitment panel will contain at least one person who has undergone safer recruitment training.
- 5.2.7. All volunteers who are working without supervision from a member of staff must have an enhanced DBS check.
- 5.2.8. All homestay hosts will also have enhanced DBS checks.

6. Confidentiality

- 6.1. We recognise that all matters relating to child protection/safeguarding are confidential and that any information shared with staff will be on a need to know basis and must be held confidentially.
- 6.2. The DSL or Safeguarding Group will only disclose information about a child if they believe it is in their best interests.
- 6.3. All staff must be aware they have a professional responsibility to share information with other agencies in order to safeguard children.
- 6.4. All staff must be aware they cannot promise a child to keep secrets.
Confidentiality cannot be guaranteed in respect of child protection issues.

7. Supporting Staff

71. The Board of Trustees recognises that staff working in the school who become involved in child protection issues may find the situation stressful and upsetting.
72. The school will support staff via providing the opportunity to talk through their concerns and feelings with the DSL or the Trustee responsible for Safeguarding and Child Protection.
73. Further support may be offered / given as seen to be appropriate.

8. Responding To Suspected Abuse/Significant Harm

81. It is not the responsibility of anyone working at Wynstones School to decide whether or not child abuse has taken place. However, there is a responsibility to act on any concerns by reporting these to the designated DSL who will inform the appropriate authorities.
82. All allegations or suspicions of abuse will be taken seriously.
83. **Any member of staff with an issue relating to suspected abuse/significant harm should discuss it immediately with the DDSL (Rebekah Hoyland) or, if appropriate the Early Years named safeguarding person (Orsi Antal).**
84. If abuse is suspected or there are significant concerns for the welfare of a child or the child is believed to be in imminent danger then the local Children's Social Care and/or the police must be informed (see front cover of this policy)
85. If the DDSL is not available then another member of the Safeguarding Group should be contacted who will decide what action should be taken. In this instance a written report of the action taken and why must be made available to the DDSL by the end of the day.
86. If all members of the Safeguarding Group are unavailable, a member of staff has the duty to inform Children's Social Care. A written report must be given to one of the Safeguarding Group within two hours.
87. If a parent arrives to collect the child before Children's Social Care has arrived then it must be remembered that the school has no right to prevent the removal of the child. However, if there are clear signs of physical risk or threat, the police should be called by the DSL.
88. Any referral to Children's Social Care by telephone must be confirmed in writing and a copy kept in the confidential child protection files. A note must be made of the Duty Social Worker and the time at which the call is made. **If parents have not been informed about (or if they have not agreed to) the referral being made this must be reported to Children's Social Care.**
Ideally parents would be informed of and agree to any referral being made, unless however to do so would create an additional risk to the child.

9. Responding To Concerns about A Child

91. It is essential that concerns about children are noted, discussed and acted upon in the hope that early intervention will prevent potential significant harm happening later.
92. Accurate written records must be kept where there are concerns about the welfare of a child. These records should be kept in secure, confidential files, which are separate from the child's school records.
93. Concerns about the well-being of a child must be reported both verbally and in writing to the DDSL in the school (using the form in Appendix 6). Record all concerns in writing onto a concerns form, giving the following:
 - Full name of the pupil
 - Date of birth
 - Class
 - Reasons for your concern
94. Any concerns which do not need immediate discussion with the DDSL must be recorded and handed to the DDSL within a week.

95. Staff must keep the DDSL informed of:
 - Poor attendance and punctuality¹
 - Concerns about appearance and dress
 - Changed or unusual behaviour
 - Concerns about health and emotional well being
 - Deterioration in educational progress
 - Discussions with parents about concerns relating to their child
 - Concerns about home conditions or situations
 - Concerns about pupil on pupil abuse (including serious bullying)
96. When recording a conversation or an incident ideally this must be done if possible within 15 minutes of it having been observed or taking place, and before discussing it with anyone else to avoid the incident being 'coloured' by other conversations or opinions.
97. Each witnessing member of staff must record their observation separately.
98. The Safeguarding Files are available only to the Safeguarding Group though individual cases may be made available to Children's Social Care if necessary.
99. Any in-school action or action involving the parents should not be taken without informing the DSL/DDSL who may already be aware of relevant information held confidentially about that pupil.

10. Attendance at Child Protection Conferences

- 10.1. School staff should be prepared to attend Child Protection Conferences, and supply information, in writing if possible, concerning any allegations made at school, or other concerns about the children's behaviour or progress at school, or contact with parents.
- 10.2. If unable to attend written reports should be submitted. School staff may be required to be part of the Child Protection Plan formulated by the Child Protection Conference to monitor future behaviour, and where appropriate to be part of any appointed working group.

11. Responding to Disclosure

- 11.1. Disclosures or information may be received from pupils, parents or other members of the public. School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity and in accordance with Child Protection training.
- 11.2. Such information cannot remain confidential and must be immediately disclosed to the DDSL.
- 11.3. If a person chooses to tell a member of staff about possible abuse the member of staff should:
 - Stay calm and be available to listen.
 - Listen with the utmost care to what the person is saying and take seriously any disclosure.
 - Try to ensure the person disclosing does not have to speak to another member of school staff.
 - Question normally without pressurising, using open questions e.g. 'Can you tell me what happened' rather than 'Did X hit you?'
 - Don't put words into the child's mouth but note the main points carefully.
 - Try not to show signs of shock or surprise.
 - Keep a full record - date, time, what the person said etc.

¹ Wynstones recognises that poor attendance can indicate a safeguarding concern. This is referred to in the Admissions and Absence Policies, and in Appendix A of Keeping Children Safe in Education, where it states, School and college staff should follow their procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future.

- Reassure the person and let them know they were right to inform us.
- Inform the person that this information will now have to be passed to the appropriate people.

12. Allegations Against School Staff

- 12.1. Wynstones School will assure all staff/volunteers that it will fully support and protect anyone, who in good faith reports his or her concern that a colleague is, or may be, abusing a child.
- 12.2. Teachers must protect themselves especially when meeting on a one to one basis with children and staff should bear in mind that even perfectly innocent actions can sometimes be misconstrued.
- 12.3. Teachers who hear an allegation of abuse against another member of staff should discuss the matter immediately with the DSL or another member of the Safeguarding Group so that Gloucestershire Safeguarding Children Board (GSCB) guidelines can be followed.
- 12.4. These allegations will be treated seriously and investigated appropriately in line "Allegations against childcare professionals and volunteers" by Gloucestershire Safeguarding board and Keeping Children Safe in Education 2018.
- 12.5. **All allegations and concerns must be reported to the Local Authority Designated Officer (LADO) within the same working day.** The LADO will then decide what action to take.
- 12.6. If it is the DSL who is the subject of the suspicion/allegation the matter will be referred by the trustee responsible for Safeguarding.
- 12.7. The person initially receiving the concern/allegation must as always make a full record of it, which is timed, dated, and signed.
- 12.8. **No** attempt should be made to undertake enquiries or seek to determine the validity of the allegation at this stage.
- 12.9. If any evidence needs to be secured and preserved e.g. mobile telephone, computer this must be subject to advice from the police or Local Authority Designated Officer (LADO).
- 12.10. If an allegation is made the staff member must be informed as soon as possible after the result of any initial investigation is known.
- 12.11. Consideration will be given to removing the staff member from the premises immediately without prejudice. **This decision will be made by the DSL, the DDSL and the School Education Manager.**
At this point the staff member is not invited to make a response and they must be warned that anything said will be recorded.
- 12.12. The parents of any pupil involved will be fully informed by the DSL.
- 12.13. Taking advice from LADO, the DSL, the trustee responsible for Child Protection/Safeguarding and the DDSL will then make a decision about whether any individual accused of abuse should be temporarily suspended pending further police and Children's Social Care inquiries.
- 12.14. Prior to contacting the LADO the DSL should gather the following:
 - Names, addresses, D.O.B's of the child/ren and staff member concerned.
 - Details of any potential witnesses.
 - Details of the staff member's previous employment record including any previous allegations/concerns.
 - Account of the person receiving or witnessing the allegation.
 - Information regarding any other paid or voluntary work the staff member undertakes with children or vulnerable adults.
 - If the staff member has their own children, any other information which may be of relevance.
 - Any action(s) already taken.
 - Information about the legal status of the child concerned.
- 12.15. If after external enquires are finished, a disciplinary hearing is required, this will then be done in line with the school disciplinary policy.

- 12.16. If an allegation is substantiated and the person is dismissed or the employer ceases to use the person's services, or the person resigns or stops providing services, the DSL should discuss with the LADO (in consultation with the chair of trustees and HR mandate holder) whether a referral should be made to the Independent Safeguarding Authority (ISA) and/or any regulatory body e.g. the General Teaching Council.
- 12.17. The Safeguarding Group will assess all individual cases to decide whether an individual can be reinstated and how this can be sensitively handled.
- 12.18. This may be a difficult decision; particularly where there is insufficient evidence to uphold any action by the police. In such cases they must reach a decision based upon the available information which could suggest that on a balance of probability; it is more likely than not that the allegation is true (as opposed to 'beyond reasonable doubt'). The contact with the child who made the allegation must also be considered and welfare of the child should remain of paramount importance throughout.

Informing Ofsted / SIS

- 12.19. The DSL must inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere).
- 12.20. The DSL must also notify Ofsted of the action taken in respect of the allegations.
- 12.21. These notifications must be made as soon as is reasonably practicable, **but at the latest within 14 days of the allegations being made.**

13. Allegations Against Another Pupil

- 13.1. All allegations must be treated seriously and investigated appropriately.
- 13.2. Consideration must be given as to whether an allegation should be treated under Safeguarding and/or anti bullying procedures.
- 13.3. Consideration must be given to informing Children's Social Care as with all allegations.
- 13.4. The parents of all children involved must be kept informed at all times.
- 13.5. Consideration must be given to removing alleged perpetrators from the school premises.

14. Female Genital Mutilation (FGM)

In October 2015 it became a statutory duty for teachers, social workers and healthcare professionals to report to the police where they discover that FGM appears to have been carried out on a girl under 18 years of age.

15. Extremism

Extremist behaviours are regarded as safeguarding concerns.

- 15.1. The school follows government guidelines on extremism. The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk. Please note that the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed. (See Anti-Radicalisation Policy)

16. Record Keeping

- 16.1. The school will maintain records and obtain and share information (with parents and carers if necessary, other professionals working with the child, and the police, social services and Ofsted as appropriate) to ensure the needs of all children are met

- 16.2. Information will be maintained in line with data protection laws (e.g. that information is accurate, regularly updated, relevant and secure). The school will:
- keep written records of concerns about children, even when there is no need to refer the matter immediately
 - ensure all records are kept securely, separate from the main pupil file, and in locked locations

16.3. Staff are not required to disclose to parents any written information relating to Child Protection.

- 16.4. Reports may be needed for Child Protection Conferences or the criminal/civil courts. Consequently records and reports should be:
- Factual (no opinions)
 - Non-judgemental (not assumptions)
 - Clear
 - Accurate
 - Relevant

17. Key Documents

A range of documents, circulars and guidance for good practice governs Child Protection/Safeguarding work at Wynstones School.

Key documents which inform this policy are:

- Working Together to Safeguard Children 2015
- Keeping Children Safe in Education 2018
- GSCB Child Protection Committee Procedures
- The Children Act 1989 and 2004
- DFEE Circular 2004 section 175
- Framework for the Assessment of Children in Need and their Families 2000
- Education and Children's Act 2004
- Every Child Matters Government Strategy
- Early years foundation Stage 2012
- Prevent Duty for England and Wales (2015) under section 26 of the Counter-Terrorism and Security Act 2015
- Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015)
- Dealing with Allegations of Abuse against Teachers and Other Staff (2012)
- Children Missing Education (September 2016)

Related internal Documents that also form part of the safeguarding procedures at Wynstones School are as follows:

- Recruitment Policy
- Physical Intervention policy and procedure
- Behaviour Policy
- Staff Disciplinary Policy, Allegations against Staff Policy
- IT Policy, E-Safety Policy
- Attendance Policy (Absence Policy)
- Staff Code of Conduct and Professional Standards
- Confidentiality Policy
- Anti-Radicalisation Policy
- Home Boarding Policy
- Visiting Student Policy

Key Contacts

NSPCC 24 hour Helpline: 0800 800 5000 (free from a landline)

NSPCC Text helpline: 88858 (service is free and anonymous)

Ofsted `Whistleblower hotline: 0300 123 3155

Police: 101 (non-emergency calls)

Police Child Abuse Investigation Team (CAIT): 0117 945 4320

Preventing extremism in schools and children's services: counter.extremism@education.gsi.gov.uk

Helpline: 0207 3407264

Gloucestershire Safeguarding Children's Board: <http://www.gscb.org.uk/>

Appendix 1

The Role Of The Designated Safeguarding Lead and Deputy Safeguarding Lead (DSL / DDSL), The Role Of The Designated Safeguarding Trustee

The Role Of The Designated Safeguarding Lead and Deputy Safeguarding Lead (DSL / DDSL)

(With the support of the Safeguarding Group)

- To ensure that all staff know who is responsible for Safeguarding issues.
- To refer promptly all cases of suspected child abuse to the local Children's Social Care (Referral and Assessment team).
- To inform and update as necessary any details about children who are subject to Child Protection Plans.
- To organise regular training on Child Protection/Safeguarding within the School. Every year for basic awareness (all staff) and every 2 years for working together (DSL/DDSL)
- Ensure the DSL/DDSL and trustee for Safeguarding have sufficient status and training to take lead responsibility for Child Protection/Safeguarding decisions: such training to be renewed every two years (currently at least Level 2 Child Protection/Safeguarding)
- To ensure that all staff know about and have access to the GSCB guidelines which are available on the website.
- To co-ordinate action where child abuse is suspected, including when an allegation is made against a staff member.
- To facilitate and support the development of a whole school policy on Safeguarding.
- To attend Child Protection Conferences or nominate an appropriate member of staff to attend on his/her behalf.
- Maintain records of Child Protection Conferences and other sensitive information in a secure confidential file and to disseminate information about the child only on a 'need to know basis'
- To pass on records and inform the key worker when a child who is subject to a Child Protection Plan leaves school. Children's Social Care must also be informed.
- To raise staff awareness and confidence on Safeguarding procedures and to ensure new staff are aware of these procedures.
- To keep up to date with current practice by participating in training opportunities wherever possible.
- To monitor the storage of photos and videos and the use of school cameras in line with the Wynstones School Media Policy and to monitor and review the E-Safety Policy.
- To be part of the Safeguarding Group alongside the trustee for Safeguarding.

The Role Of The Designated Safeguarding Trustee

A non-staff member of the governors should be nominated and appointed annually as the DST. The broad areas of responsibility for the DST should be to:

- Receive reports from the DSL of any occasions when there are safeguarding concerns or issues;
- Ensure that safeguarding is a standing agenda item at Trustee meetings;
- Give regular verbal updates to the Trustees concerning safeguarding matters;
- Provide the annual review of safeguarding to the Trustees, stating:
 - i. any changes to the safeguarding policies;
 - ii. safeguarding training undertaken by the DSL and Deputy DSL, other staff, volunteers and Trustees;
 - iii. the number of child protection incidents/cases (without name or detail);
 - iv. the number of Early Help cases;
 - v. any other safeguarding issues.

Appendix 2

Recognising Signs of Child Abuse

Categories of Abuse:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect

Signs of Abuse in Children:

The following non-specific signs from children may indicate that something is wrong:

- Significant change in behaviour or performance.
- Extreme anger, sadness, over-compliance, and/or suspicion.
- Early arrival at school, late departure and reluctance to return home.
- Aggressive and attention-seeking behaviour.
- Suspicious bruises with unsatisfactory explanations.
- Lack of treatment for medical conditions.
- Lack of self-esteem.
- Self-injury.
- Depression or unexplained problems with concentration and learning.
- Age inappropriate sexual behaviour.

Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred but:

- Must be regarded as indicators of the possibility of significant harm.
- Justifies the need for careful assessment and discussion with DSL or other member of the Safeguarding Group (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and/or referral to Children's Social Care.

The absence of such indicators does not mean that abuse or neglect has not occurred. In an abusive relationship the child may:

- Appear frightened of the parent/s.
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups).

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses.
- Have unrealistic expectations of the child.
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment).
- Be absent or misusing substances.
- Persistently refuse to allow access on home visits.
- Be involved in domestic abuse.
- Show little concern for the child.
- Deny the existence of—or blame the child for—the child's problems in school or at home.
- Ask teachers or other caregivers to use harsh physical discipline if the child misbehaves.
- See the child as entirely bad, worthless, or burdensome.
- Demand a level of physical or academic performance the child cannot achieve.

- Looks primarily to the child for care, attention, and satisfaction of emotional needs. Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury.
- Several different explanations provided for an injury.
- Unexplained delay in seeking treatment.
- Bruising, scratches in less usual places.
- The parents/carers are uninterested or undisturbed by an accident or injury.
- Parents are absent without good reason when their child is presented for treatment.
- Missed appointments.
- Repeated presentation of minor injuries (which may represent a "cry for help" and if ignored could lead to a more serious injury).
- Family use of different doctors and accident and emergency departments
- Reluctance to give information or mention previous injuries.

Bruising

Children can have accidental bruising, but the following **must** be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby.
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding.
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive).
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally.
- Variation in colour possibly indicating injuries caused at different times.
- The outline of an object used e.g. belt marks, hand prints or a hair brush.
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting.
- Bruising around the face.
- Grip marks.
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse.

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine).
- Linear burns from hot metal rods or electrical fire elements.
- Burns of uniform depth over a large area.
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks).
- Scalds to the buttocks of a small child, particularly in the absence of burns to the

- feet, are indicative of dipping into a hot liquid or bath.
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation.

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint. Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type.
- There are associated old fractures.
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement.
- There is an unexplained fracture in the first year of life.

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse. The following may be indicators of emotional abuse:

- Developmental delay.
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or non- attachment.
- Indiscriminate attachment or failure to attach and difficulty with relationships.
- Depression.
- Aggressive behaviour towards others.
- Destructive behaviour e.g. arson.
- Scapegoated within the family.
- Frozen watchfulness, particularly in pre-school children.
- Low self- esteem, lack of confidence and insecurity.
- Withdrawn or seen as a "loner" – difficulty relating to others.
- Bed-wetting.
- Self-harm.
- Alcohol/drug problems.
- Sleep problems.

Recognising Signs of Sexual Abuse

Sexual abuse is the actual or likely sexual exploitation of a child or adolescent under the age of 18 years by any person. This would include any form of sexual activity to which the child cannot give true consent either by law or because of ignorance, dependence, developmental immaturity or fear. Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some **behavioural** indicators associated with this form of abuse are:

- Inappropriate sexualised conduct.
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age.
- Continual and inappropriate or excessive masturbation.
- Self-harm (including eating disorder), self-mutilation and suicide attempts.
- Involvement in prostitution or indiscriminate choice of sexual partners.
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties).

Some **physical** indicators associated with this form of abuse are:

- Pain or itching of genital area or genital infections.
- Blood on underclothes.
- Bowel/urine problems.
- Difficulty swallowing.
- Pregnancy in a younger girl where the identity of the father is not disclosed.
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing.
- Nightmares.

Peer on Peer Abuse

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. it may also be that the behaviour is "acting out" which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

Coercion – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

Allegations Against Another Pupil

All allegations must be treated seriously and investigated appropriately.

- Consideration must be given as to whether an allegation should be treated under Safeguarding and/or anti bullying procedures.
- Consideration must be given to informing Children's Social Care as with all allegations.
- The parents of all children involved must be kept informed at all times.
- Consideration must be given to removing alleged perpetrators from the school premises.

Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical/dental care.
- A child seen to be listless, apathetic and unresponsive with no apparent medical cause.
- Failure of child to grow within normal expected pattern, with accompanying weight loss.
- Child thrives away from home environment.
- Child frequently absent from school.
- Child left with adults who are intoxicated or violent.
- Child abandoned or left alone for excessive periods.
- Missed appointments.
- Isolation or depression.

Appendix 3

Child Sexual Exploitation

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:

- underage sexual activity.
- inappropriate sexual or sexualised behaviour.
- sexually risky behaviour, 'swapping' sex.
- repeat sexually transmitted infections.
- in girls, repeat pregnancy, abortions, miscarriage.
- receiving unexplained gifts or gifts from unknown sources.
- having multiple mobile phones and worrying about losing contact via mobile.
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs).
- changes in the way they dress.
- going to hotels or other unusual locations to meet friends.
- seen at known places of concern.
- moving around the country, appearing in new towns or cities, not knowing where they are.
- getting in/out of different cars driven by unknown adults.
- having older boyfriends or girlfriends.
- contact with known perpetrators.
- involved in abusive relationships, intimidated and fearful of certain people or situations.
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers.
- associating with other young people involved in sexual exploitation.
- recruiting other young people to exploitative situations.
- truancy, exclusion, disengagement with school, opting out of education altogether.
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual).
- mood swings, volatile behaviour, emotional distress.
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders.
- drug or alcohol misuse
- getting involved in crime.
- police involvement, police records.
- involved in gangs, gang fights, gang membership.
- injuries from physical assault, physical restraint, sexual assault.

Appendix 4

7 Golden Rules of Information Sharing

Government Guidance, Every Child Matters, "Information Sharing: Guidance for practitioners and managers", (2008) highlights seven golden rules for information sharing:

1. Remember that the Data Protection Act is not a barrier to sharing information. It provides a framework to ensure that personal information about living persons is shared appropriately.
2. Be open and honest with the person (and/or their family where appropriated) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice if you are in any doubt, without disclosing the identity of the person where possible.
4. Share with consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, that lack of consent can be overridden in the public interest. You will need to base your judgement on the facts of the case.
5. Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the person and others who may be affected by their actions.
6. Necessary, proportionate, relevant, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

Appendix 5 Early Help

What is the Early Help Offer at Wynstones?

Wynstone's Early Help Offer identifies the need for help for children and families as soon as problems start to emerge, or when there is a strong likelihood that problems will emerge in the future.

The Early Help Offer recognises that problems can arise at any point throughout childhood and adolescence. The Early Help Offer includes services designed to reduce or prevent specific problems from escalating or becoming entrenched.

What does the Early Help offer mean for families?

We hope that our Early Help Offer will provide the 'front door' through which parents can access additional support at any level. We are committed to:

- supporting young people and families, offering early help to avoid escalation of issues
- ensuring a multi-disciplinary approach that brings a range of professional skills and expertise to bear
- building positive relationships with students and their families, co-ordinating the support needed from other agencies
- practice that empowers families and helps them to develop the capacity to resolve their own problems
- a holistic approach that addresses children's needs in the wider family context
- a simple, streamlined referral and assessment processes – the 'early help' assessment

The intended benefits for young people and families are:

- enhanced life chances as a result of the well documented benefits of Early Help in preventing issues later in life
- an all age integrated service providing continuous support across age groups and for the whole family
- co-ordinated support resulting in maximised opportunities and outcomes for children, young people and families

What is early help assessment?

Early help means providing support as soon as a problem emerges, at any point in a child's life. For this to be effective, all agencies are required to work together to:

- Identify children and families who would benefit from support early
- Undertake an assessment of need
- Provide services to address those needs

All workers are responsible for using standard ways of working with families to identify the right support that can be delivered quickly to prevent things from getting worse. They have a responsibility to share information, work together and co-ordinate action plans.

This might mean when a child:

- Is disabled and has specific additional needs
- Has special educational needs
- Is a young carer

Wynstones has access to a wealth of services and once an assessment has taken place, we may call upon service providers to contribute to an integrated approach to resolving issues. Should you have any questions please feel free to contact Rebekah Hoyland (Deputy Safeguarding Lead) or Marianne Law-Lindberg (Designated Safeguarding Lead) on 01452 429220.

Appendix 6
Safeguarding Concern Form

Safeguarding / pastoral / both (delete as appropriate)	Date:	
Pupil:	Class:	
Submitted by (staff member):		

Disclosure / conversation / concern details: (Please use the pupil's words as much as possible.)
Staff member's concerns / insights:
Ongoing actions / support arranged:
Any other details for safeguarding team to be aware of:

*Continue on a separate sheet if necessary

Please pass this Record of Concern on the Designated Safeguarding Lead as soon as possible; if there is a Child Protection concern it should be passed on the same day it was noted.

Chronology

Sheet Number:

Complete for all incidents of concern including where a 'logging the concern' sheet has not been completed. If one has been completed then add a note to this chronology to cross reference (significant information may also be added).

Name:		
DOB:		Class/Form:
Date	Information/Details of concerns or contact	Print Name and Signature

Issue Date: Oct 2018	Review Date: Oct 2019
<u>Authorised by:</u> Name: Job title:	Sign:
Date:	