



St Jude & St Paul's
Church of England Primary School

Child Protection Policy

Date: September 2018

Lead: Designated Safeguarding Lead, Tracy Batchelor/Headteacher Adeola Oladejo

Next Review: Annually

Committee: Curriculum Standards and Community Committee and Full GB

School Motto *'Bless us to encourage, love and learn'*

Revised: September 2018 - Reviewed at least annually in line with National, Local and Islington LSCB Procedures and legislation and updated as required.

To be read in conjunction with: 'Keeping Children Safe in Education' DfE 2018
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Key Safeguarding Contacts:

The Designated Governors for safeguarding and child protection are: Tim Meaker (Chair of Governors) and Alison Ball.

The Designated Safeguarding Lead (DSL) for child protection is: Tracy Batchelor (Acting Assistant Head)

The Deputy Designated Safeguarding Leads are: Adeola Oladejo (Headteacher), Amanda Holohan (Learning Mentor) and Louise Prevett (Acting Deputy Head)

The Designated Teacher for children looked after (CLA) is: Amanda Holohan

The Designated Governor for children looked after is: Lindsey Cordwell

The Designated Manager for Allegations against Staff and Volunteers is: Adeola Oladejo

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What to do if you are worried about a child/young person

Why are you concerned?

For example

- Disclosure
- Child's appearance – unexplained marks and bruises, clothes, hygiene
- Change in behaviour, presentation, attendance, progress and attainment
- Behaviour which causes concern, indicates risk/vulnerability

Immediately record your concerns

Follow the school's procedure – Inform the LDSO or in their absence a DDSO immediately, record on electronic template and email to LDSO and all DDSO's ASAP.

If responding to a disclosure:

- Reassure the child and clarify concerns if necessary e.g. ambiguous words and phrases
- Use child's own words and indicate any marks on body map charts, Sign and date all records

Inform the Designated Safeguarding Lead

Designated Safeguarding Lead

- Consider whether the child is at immediate risk of harm e.g. unsafe to go home
- Refer to ISCB Threshold document and procedures to support consideration: www.iscb.org.uk
- Refer to other agencies as appropriate e.g. Children's Services Contact Team (CSCT) LADO, Police.
- If unsure then consult with CSCT, without giving child's details (0207 527 7400)

If you are unhappy with the response

Staff:

- Follow school Whistleblowing Procedures. Policy available in Teacher Share- Policies 2018/19
- Follow ISCB Escalation policy and procedures

Pupils and Parents:

- Follow school complaints procedures – refer to complaints policy

LDSO/DDSOS to record decision-making and action taken in the child's safeguarding/child protection file. Set up new file if this is the first concern.

Monitor

Be clear about:

- What you are monitoring e.g. behaviour trends, appearance, attendance etc.?
- How long you will monitor for?
- How you will record and to whom you will feedback and when?

Review and Re-refer (if necessary)

At all stages, the child's circumstances will be kept under review.

The LDSO/DDSOS/staff will re-refer if required to ensure the **child/young person's ongoing safeguarding and welfare needs are addressed.**

1. Introduction

- a. Schools and their staff form part of the wider safeguarding system for children. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child. (*Keeping Children Safe in Education – DfE, 2018*)
- b. This Safeguarding and Child Protection Policy is for all staff, parents, governors, volunteers and the wider school community. It forms part of the safeguarding arrangements for our school. It should be read in conjunction with the Staff Code of Conduct, Behaviour Policy, Health and Safety policy and E-safety Policy. It should also be read in conjunction with Keeping Children Safe in Education (DfE, 2018).
- c. Safeguarding and promoting the welfare of children is defined in *Working Together to Safeguard Children, 2018* as:
 - Protecting children from maltreatment
 - Preventing impairment of children's health or development
 - Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
 - Taking action to enable all children to have the best outcomes

2. Aims and Objectives

The purpose of our Safeguarding Child Protection Policy is to:

- Raise the awareness of all staff of the need to safeguard children and of their responsibilities in identifying concerns and reporting them as a matter of priority;
- Provide a framework to support staff in identifying concerns that a child may be suffering harm or abuse thereby enabling them to report those concerns without delay;
- Maintain an environment where children feel secure and are listened to;
- Ensure pupils are taught about safeguarding and recognise when they are at risk and how to get help when they need it.
- Ensure that the school has sufficient Designated Officers to enable one of them to be available or contactable at all times during the school day;
- Ensure that the Governing Body has a nominated member who is responsible for child protection;
- Enable and support good levels of communication between staff ;
- Ensure that all Designated Officers for safeguarding and child protection have undertaken suitable and appropriate training and that this training is up-dated at a minimum of every two years;
- Ensure that all staff receive child protection training/briefings at least once per year;
- Develop and promote effective working relationships with partner agencies;
- Provide a systematic means of monitoring children who are thought be at risk of harm or who are subject to child protection plans;
- Provide structured procedures within the school which will be followed by all staff when there are concerns about a child;
- Ensure that all adults working with children in the school community have undergone appropriate checks as to their suitability to work with children in line with the Department of Education and Islington LA Safer Recruitment Guidance.

3. Statutory framework

- a. Section 175 of the Education Act 2002 (*Section 157 for Independent schools*) places a statutory responsibility on the governing body to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school.
- b. The development of appropriate procedures and the monitoring of good practice in Islington are the responsibilities of the Islington Safeguarding Children Board (ISCB). In Islington (and London), all professionals must work in accordance with the London Child Protection Procedures (LCPP), 2018.
- c. Our school works in accordance with the following legislation and guidance:
 - Keeping Children Safe in Education (DfE, 2018)
 - Working Together to Safeguard Children (2018)
 - Education Act 2002
 - Children Act 2006
 - Children Act 1989
 - Data Protection legislation (including the General Data Protection Regulation, 2018).
 - Information sharing advice for safeguarding practitioners (2018)
 - What to do if you're worried a child is being abused (2015)
 - Counter-Terrorism and Security Act (2015)
 - Serious Crime Act 2015 (Home Office, 2015)
 - Education (Pupil Registration) Regulations 2006
 - Sexual Offences Act (2003)
 - Searching, screening and confiscation (DfE, 2014)
 - Preventing and Tackling Bullying (DfE, 2017),
 - Female Genital Mutilation Act 2003 (S. 74 - Serious Crime Act 2015)

4. Roles and responsibilities

- a. All adults working with or on behalf of children have a responsibility to protect them and to provide a safe environment in which they can learn and achieve their full potential. However, there are key people within schools and the Local Authority who have specific responsibilities under child protection procedures. The names of those in our school with these specific responsibilities (e.g., the designated safeguarding lead and deputy designated safeguarding lead) are shown on the cover sheet of this document.
- b. All staff, governors and volunteers will read Keeping Children Safe in Education 2018, part 1 and Annex A. Senior Leadership will support all staff in understanding this key document and implementing it in their practice.

The Governing Body

- The governing body ensures that the policies, procedures and training in our school are effective and comply with the law at all times. It ensures that all required policies relating to safeguarding are in place and that the child protection policy reflects statutory and local guidance and is reviewed at least annually.

- The governing body ensures there is a named designated safeguarding lead and deputy safeguarding lead in place.
- The governing body ensures the school contributes to multi-agency working, in line with statutory and local guidance. It ensures that information is shared and stored appropriately and in accordance with statutory requirements.
- The governing body ensures that all staff and volunteers undergo safeguarding and child protection training at induction and that it is then regularly updated. All staff members receive regular safeguarding and child protection updates, at least annually, to provide them with the relevant skills and knowledge to keep our children safe.
- The governing body ensures that children are taught about safeguarding, including online safety, ensuring that appropriate filters and monitoring systems for online usage are in place. Our children will be taught how to keep themselves safe and how to recognise when they are at risk and how to get help when they need it, through teaching and learning opportunities as part of a broad and balanced curriculum.
- The governing body and school leadership team are responsible for ensuring the school follows recruitment procedures that help to deter, reject or identify people who might abuse children. It adheres to statutory responsibilities to check adults working with children and has recruitment and selection procedures in place (see the school's 'Safer Recruitment' policy for further information). It ensures that volunteers are appropriately supervised in school.

c. The Head teacher

- Follow guidance and updates from the DfE, London safeguarding Child Board and the Islington Safeguarding Children Board
- Create an ethos of trust – listening to staff concerns about pupils, parents/carers and other adults working in the school
- Ensuring the school maintains a Single Central Record (Register) of vetting children that comply with statutory safeguarding requirements and that this is checked termly by the Lead Governor
- Consider how children are taught about safeguarding by using the curriculum to facilitate this (in particular PHSE, online-safety and school's values, including Core British Values)
- Be responsible for the leadership and management of safeguarding policies and procedures
- Ensure staff have read and understand the Safeguarding and Child Protection Policy and Staff Code of Conduct (which includes staff/pupil relationships and communications and the use of social media)
- Ensure that all staff receive induction training/briefing (including supply staff, visitors) including being familiar with 'Keeping children safe in education' DfE 2018 and 'Working Together to Safeguard Children' DfE 2018
- Ensure that parents/carers are informed about the school's duties and responsibilities regarding Safeguarding/Child Protection through the school's website and newsletters
- Ensure that procedures are followed for ensuring visitors to the school are suitable, checked and monitored, including external speakers for school Assemblies/Collective Worship
- Ensure that safer recruitment procedures are followed when recruiting new staff and volunteers and that visitors are appropriately supervised, particularly if they do not have DBS check (e.g. deliveries)
- Report any allegation/s made against a member of staff to the Local Authority Designated Officer (LADO)

- Ensure that procedures are followed to make a referral to the DBS if a person has been dismissed or removed due to safeguarding concerns, or would have been if they had not resigned.

d. The Designated Safeguarding Lead (LDSO) (and Deputy DDSO)

- Ensure that the Safeguarding and Child Protection Policy and procedures are embedded in the school
- To ensure the policy and procedures are reviewed regularly (not less than once a year)
- Lead and/or organise Safeguarding and Child Protection training
- Receive referral, and liaise both internally and externally with leaders and externally with agencies with regard to safeguarding and child protection
- Ensure concerns/reports from staff are recorded
- Record any concerns that results in a referral and the outcomes of that referral
- Attend Case Conferences, Core Group Meetings, Team Around the Child/families and other multi-agency professional meetings regarding the welfare of a pupil in our school (or to ensure one of the other designated staff attends)
- Refer cases to the Channel programme where there is a concern regarding radicalisation/potential radicalisation
- Keep copies of Child Protection Records in a secure manner
- Keep copies of Child Protection Records for pupils no longer attending the school
- Send copies of Child Protection Records onto new schools when a pupil moves (and ensure that that they have been received – by hand or recorded delivery)
- Respond appropriately where a child has gone missing in education, especially where this happens repeatedly
- Ensure that up to date lists of new arrivals and pupils leaving the school is maintained via the school's management information systems (SIMS)
- Ensure cases where a person is dismissed or left due to risk/harm to child is reported to the DBS
- Refer cases where a crime may have been committed to the police as required
- Act as a source of support, advice and expertise for staff
- Attend 'supervision' sessions provided by the Local Authority.

The role of other Designated Safeguarding Officers is to:

- Ensure continuity of the procedures in the absence of the Lead Designated Officer.

The role of the Designated Teacher for Children Looked After (CLA) is to:

- Promote educational achievement of children who are looked after
- Ensure that all staff have the skills, knowledge and understanding necessary to keeping looked after children safe.

The Designated Teacher for CLA is: Amanda Holohan, Learning Mentor

The Designated Governors for CLA is: Lindsey Cordwell

e. All school staff and volunteers

- Identify and report concerns, possible or actual instances of abuse to a Designated Officer using a concern form (email concern form to all Designated officers)
- Not promise confidentiality and always act in the interests of the child
- Deliver the curriculum to support the safeguarding of children
- Ensure that the child's voice is heard and that all children are able to express their views and give feedback
- Contact Children's Services directly in exceptional or emergency situations (or the police)

- Be aware of appropriate staff/pupil relationships and communications at all times – staff must not use social media to communicate with pupils.
- Consider wider environmental factors in a child’s life that may be a threat to their safety and/or welfare.

Consideration and support will be provided for staff where appropriate, so that personal and professional difficulties do not get in the way of protection of children.

Staff are advised to avoid situations where allegations may be made against them and advised against working in one-to-one situations. Where this is unavailable, it is advised that they always work in clear view. All working spaces in our school have viewing panels and blinds should not be drawn if an adult is in a room on their own with a pupil.

Support will be offered to staff who witness or are involved in Safeguarding/Child Protection issues. The school has access to an Employee Assistant Programme through Islington LA, which is free and confidential. However, this programme must not be used in place of reporting concerns/disclosures to a Designated Officer.

All members of staff know how to respond to a pupil who discloses abuse in line with the London Child Protection procedures and will pass this information on immediately to the DSL, or, in their absence, the deputy DSL.

If, in exceptional circumstances, the DSL (or deputy) is not available, staff should consider speaking to a member of the senior leadership team and/or take advice from local children’s social care. In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible.

All members of staff know how to access edition 5 of the London Child Protection Procedures at <http://www.londoncp.co.uk/>

All staff are aware of the schools ‘Whistleblowing and Managing Allegations Policy’ and how to access it.

The role of the Islington Local Authority (LA) Children’s Services Referral and Advice Team is to:

- Be responsible for investigating and taking appropriate action, including reporting to the school when referrals are made in respect of Child Protection/Safeguarding.

5. Types of abuse / specific safeguarding issues

- a. Keeping Children Safe in Education (DfE, 2018) defines abuse as the maltreatment of a child. *“Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children”*
- b. The four main types of abuse are
 - Physical
 - Emotional

- Sexual
- Neglect

Our school is aware of the signs of abuse and neglect so we are able to identify children who may be in need of help or protection.

c. Peer on peer abuse

- Our school may be the only stable, secure and safe element in the lives of children at risk of, or who have suffered harm. Nevertheless, whilst at school, their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children. Our school recognises that some children may abuse their peers and any incidents of peer on peer abuse will be managed in the same way as any other child protection concern and will follow the same procedures.
- Peer on peer abuse can manifest itself in many ways. This may include bullying (including cyber bullying), on-line abuse, gender-based abuse, 'sexting' or sexually harmful behaviour. We do not tolerate any harmful behaviour in school and will take swift action to intervene where this occurs. We use lessons and assemblies to help children understand, in an age-appropriate way, what abuse is and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. Our school understands the different gender issues that can be prevalent when dealing with peer on peer abuse. (See also school behaviour policy, and E-safety policy.)

d. Children with special educational needs and disabilities

- Our school understands that children with special educational needs and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:
 - Being more prone to peer group isolation than other groups and being disproportionately impacted by things like bullying, without outwardly showing signs of being bullied
 - Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability rather than abuse or neglect
 - Communication barriers and difficulties in overcoming these barriers in relation to disclosing abuse or neglect
- Our school understands the additional vulnerability of children with special educational needs and disabilities and will ensure positive and proactive behaviour support, schools to reduce the occurrence of risky behaviour and the need to use restraint.

e. Children missing from education

- All children, regardless of their age, ability, aptitude and any special education needs they may have, are entitled to a full-time education. Our school recognises that a child missing education is a potential indicator of abuse or neglect and will follow the school procedures for unauthorised absence and for children missing education.
- The school will hold at least two emergency contact numbers for each child and will use both numbers, if necessary, as part of the First Day Calling process.

- Parents should always inform us of the reason for any absence. Where contact is not made, a referral may be made to another appropriate agency (Pupil Services, Social Care or Police).
- Our school must inform the local authority of any pupil who fails to attend school regularly, or has been absent without school permission for a continuous period of 10 days or more.

f. Child Sexual Exploitation (CSE)

- Child Sexual Exploitation (CSE) is a form of child abuse, which can happen to boys and girls from any background or community.

"Child Sexual Exploitation is a form of child sexual abuse. It occurs when 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".

○ (Department of Education (DfE), 2017)

○

- It is understood that a significant number of children who are victims of CSE go missing from home, care and education at some point. Our school is alert to the signs and indicators of a child becoming at risk of, or subject to, CSE and will take appropriate action to respond to any concerns. The DSL is the named CSE Lead in school on these issues and will work with other agencies as appropriate.

Sexting:

- The term 'sexting' relates to the sending of indecent images, videos and/or written messages with sexually explicit content; these are created and sent electronically. They are often 'shared' via social networking sites and instant messaging services.
- This School will not tolerate sexting; it is inappropriate and illegal amongst young people and can have extremely damaging and long-lasting consequences. Sexting is unacceptable behaviour. The misuse of electronic communication, such as sexting, inappropriate comments on Facebook for example, being the object of cyber-bullying and online grooming are all potential safeguarding concerns.
- We will work with parents and carers in ensuring that all pupils are fully aware of the dangers and possible repercussions of sexting.

g. Sexual violence and sexual harassment between children

- Sexual violence and sexual harassment can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.
- Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap.

They can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

- Staff should be aware of the importance of:
 - making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
 - not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”
 - challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts.
 - not dismissing or tolerating such behaviours as this risks normalising them.

h. Female Genital Mutilation (FGM)

- FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to female genital organs. It is illegal in the UK and a form of child abuse.
- As of October 2015, the Serious Crime Act 2015 (Home Office, 2015) introduced a mandatory duty on teachers (and other professionals) to notify the police, on **101**, of **known** cases of female genital mutilation where it appears to have been carried out on a girl under the age of 18. Our school will operate in accordance with the statutory requirements relating to this issue, and in line with existing local safeguarding procedures.

i. Forced marriage

- A forced marriage is one entered into without the full consent of one or both parties. It is where violence, threats or other forms of coercion is used and is a crime. Our staff understand how to report concerns where this may be an issue.

j. Prevention of radicalisation

- As of July 2015, the Counter-Terrorism and Security Act (HMG, 2015) placed a new duty on schools and other education providers. Under section 26 of the Act, schools are required, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.
- It requires schools to:
 - teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life and must promote community cohesion
 - be safe spaces in which children / young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas
 - be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues
- CHANNEL is a national programme which focuses on providing support at an early stage to people identified as vulnerable to being drawn into terrorism. Our staff understand how to identify those who may benefit from this support and how to make a referral.

Domestic Violence

Domestic violence is any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been intimate partners or family members, regardless of gender or sexuality. The harm caused to children can be significant – through emotional and physical abuse and/or neglect. From 2002 the definition of significant harm was amended to include “the harm that children suffer by seeing or hearing the ill-treatment of another, particularly in the home”. Therefore if staff are aware that a child is witnessing or hearing domestic violence, they should inform a Designated Officer, who should in turn refer the matter to Children’s Services 020 7527 7400.

Private Fostering

Privately fostered children are cared for by someone other than a parent or close relative (e.g. step-parents, siblings, siblings of a parent and grandparents) for 28 days or more. School staff have a statutory duty to make a referral to Children’s Services (020 7527 7400) if, in relation to a child up to the age of sixteen:

- They become aware of a private fostering arrangement which is not likely to be notified to the local authority
- They have doubts about whether a child’s carers are actually their parents, and there is evidence to support these doubts, including concerns about the child’s welfare.

6.Procedures

- a. All action is taken in accordance with the following guidance;
 - London Child Protection Procedures (2018)
 - Keeping Children Safe in Education (DfE, 2018)
 - Working Together to Safeguard Children (DfE, 2018)
 - PREVENT Duty - Counter-Terrorism and Security Act (HMG, 2015)
- b. When new staff, volunteers or regular visitors join our school they are informed of the safeguarding arrangements in place, the name of the LDSO/DDSOs and how to share concerns with them.
- c. Any member of staff, volunteer or visitor to the school who receives a disclosure or allegation of abuse, or suspects that abuse may have occurred **must** report it immediately to the LDSO (or, in their absence, a deputy DDSO). See flowchart ‘What to do if you are worried about a child/young person’ on page 3.
- d. The DSL or the deputy will immediately refer cases of suspected abuse or allegations, by telephone, to the Children’s Services Contact Team (CSCT) in Islington on 0207 527 7400 or the local authority where the child lives. For Islington referrals the telephone referral to CSCT will be confirmed in writing using the CSCT Request for Service/Referral Form within 48 hours. Referrals to other local authority statutory services will be followed up, within the same timescale, using their referral forms.
- e. All referrals will include the pupil’s name, address, date of birth, family composition, the reason for the referral, whether the child’s parents are aware of the referral plus any other relevant information or advice given.

- f. Wherever possible, the school will share any safeguarding concerns, or an intention to refer a child to Children's Social Care, with parents or carers. However, we will not do so where it is felt that to do so could place the child at greater risk of harm or impede a criminal investigation. On occasions, it may be necessary to seek advice from CSCT and/or Police in making decisions about when it is appropriate to share information with parents / carers.
- g. If a member of staff continues to have concerns about a child and feels the situation is not being addressed or does not appear to be improving, they should press the DSL for re-consideration of the case.
- h. Safeguarding contact details are displayed in the school to ensure that all staff members have unfettered access to safeguarding support.

Supporting Children at Risk

The school may be the only stable, secure and predictable element in the lives of children at risk. Their behaviour may be challenging and defiant and there may even be moves to consider sanctions. It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support.

We will endeavour to support pupils through:

- The curriculum, to encourage self-esteem and self-motivation
- Robust online and E-Safety policies and guidance
- The school ethos, which promotes a positive, supportive and secure environment and which gives adults and pupils a sense of being respected and valued
- Opportunities for pupils to share concerns
- The implementation of clear and consistent (but flexible) behaviour strategies
- A consistent approach, which recognises and separates the cause of behaviour from that which the child displays.
- Regular liaison with other professionals and agencies that support the pupils and their families
- A commitment to develop productive, supportive relationships with parents, whenever it is in the child's interests to do so
- The development and support of responsive and knowledgeable staff trained to respond appropriately in Safeguarding/Child Protection situations.

We recognise that statistically children with behavioural difficulties, special educational needs and disabilities are most vulnerable to abuse. Staff who work in any capacity with children with profound and multiple disabilities, sensory impairment, and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse. It must also be stressed that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support or protection. Pupils at risk from radicalisation will be supported as outlined in the Radicalisation and Extremism guidance.

Early Help

All staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the Foundation Stage through to teenage years. In the first instance, staff should discuss early help requirements with a Designated Officer. Staff may be required to support other agencies and professionals in early help assessments.

All staff should be aware of the early help process. This includes identifying emerging problems with Designated Officers sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment. If early help is appropriate, the Designated Officers should support staff members in liaising with other agencies and setting up an interagency assessment as appropriate.

If early help and/or other support is appropriate, the care should be kept under constant review and considerations given to a referral to Children's Services if the child's situation does not appear to be improving.

Early Years

As an early years providers delivering the Early Years Foundation Stage (Reception), the school aims to meet the specific safeguarding and Child Protection duties as set out in the Childcare Act and related statutory guidance.

The school will ensure that children taught in the Reception Class are able to learn and develop and are kept safe and healthy so that they are ready for school. The school will provide a safe, secure learning environment that safeguards and promotes their welfare and takes appropriate action when there are Safeguarding/Child Protection Concerns.

Notifications will be made to Ofsted by the Designated Officer under the guidance of Islington's LADO in the event of an allegation of serious harm or abuse by a person working in the early Years setting.

Our Early years Class follows the school procedures as set out in this policy. In addition to the school policy the school has the following procedures and expectations in relation to the Early years which include:

- Parents and carers not using mobile phones whilst on trips or in the classroom
- Not using mobile devices to take photographs on site
- Only school devices are used for taking photographs/videos by authorised staff.

Restraint and Reasonable Force

We acknowledge that Section 93 of the Education and Inspections Act 2006 allows school personnel to use reasonable force to restrain a pupil from doing, or continuing to do, any of the following:

- committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- causing personal injury to, or damage to the property of, any person (including the pupil himself); or
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise. (Department for Children, Schools and Families – The Use of Force to Control or Restrain Pupils).

We understand that there is no legal definition when reasonable force can be used - 'That will always depend on the precise circumstances of individual circumstances of individual cases. To be judged lawful, the force used would need to be in proportion to the consequences it is intended to prevent. The degree of force used should be the minimum needed to achieve the desired result.

Use of force could not be justified to prevent trivial misbehaviour'. (Department for Children, Schools and Families – The Use of Force to Control or Restrain Pupils).

Safer Recruitment

The Governing Body follows Safer Recruitment guidelines to create a culture of safe recruitment to help deter, reject or identify people who might abuse children

Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure they should always speak to a Designated Officer. In exceptional circumstance, such as an emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to Children's Services.

It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown that dangers of failing to take effective actions. Staff working with children are advised to maintain an attitude of 'it could happen here' (KCSiE, 2018).

Escalation Procedures

There are various reasons that you might seek to escalate your concerns to those outside of the school community (ie directly to Children's Services/Director of Children's Service) which might include:

- You are unhappy with the Designated Officers responses and/or action to your concerns
- You are unhappy with the response and/or action of Children's Service or one of its members of staff
- That you believe a child is in danger.

You may refer to the school's Whistleblowing policy for further advice and escalating concerns or you can phone Children Services directly to escalate your concern. The Director of Schools in Islington is very clear that if staff are unhappy about something, it is their duty to escalate their concerns if they feel they are being ignored/not heard.

Mobile phones and Cameras

Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present. Staff members' personal phones will remain in their bags, cupboards or other safe storage places during contact time with pupils.

Staff will not take pictures or recordings of pupils on their personal phones or cameras

7. Training

- a. The LDSO (and deputies) undertake ISCB Group 5 and Update/Refresher training child protection training at least every two years and regularly update their safeguarding and child protection knowledge and skills. The Head teacher, all staff members and governors receive appropriate child protection training which is regularly updated and in line with advice from the ISCB.
- b. The school ensures that the LDSO (and deputies) also undertake training in multi-agency working and specific safeguarding areas as appropriate.
- c. In addition, all staff members receive safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Training will always include a reminder of in school referral processes. Topics may include:

- Indicators of abuse
- Prevent
- Child Sexual Exploitation (CSE)
- Online Safety
- FGM (Female Genital Mutilation)
- County Lines ¹
- Sexual violence and sexual harassment

d. Induction for all new members of staff, governors and volunteers will include:

- safeguarding and child protection policy
- staff code of conduct and staff acceptable use policy
- behaviour policy
- procedures for managing children who are missing education

e. Records of all child protection training undertaken are kept for all staff and governors.

8. Confidentiality

Individual Safeguarding and Child Protections concerns are confidential. All Child Protection documentation involving individuals are kept in the Headteacher's office and digital files are password protected.

Only members of staff who need to be informed are informed of such concerns (following the LDDBS 'sharing information' procedures). Staff are given 'need to know' information and not necessarily all the details linked to a case. In some circumstances, it may be necessary to inform other members of staff about 'open' cases.

Professionals can only work together to safeguard children if there is an exchange of relevant information between them; this has been recognised in principle by the courts. Any disclosure of personal information to other (including Children's Services Departments) must also have regard to common and statute law. In some circumstances, obtaining consent may not be possible or in the best interests of the child. The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. This includes allowing practitioners to share information without consent.

The Local (Islington) Safeguarding Children Board must be informed of any allegation made against a member of staff.

9. Records and information sharing

- a. Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst Data Protection legislation places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private and family life should not prevent sharing where there are real

¹ Criminal exploitation is also known as 'county lines' and is when gangs and organised crime networks exploit children to sell drugs. Often these children are made to travel across counties, and they use dedicated mobile phone 'lines' to supply drugs.

safeguarding concerns. Fears about sharing information should not stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect.

- b. Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concern held about a child or children within our school, the status of such records and when these records should be shared with other agencies.
- c. Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, will record it on the Child Protection concern form (a copy can be found in Teacher Share file on the server) noting what was said or seen (if appropriate, using a body map to record), giving the date, time and location. All records will be dated and signed and will include any action taken at the time. This **MUST** be sent electronically to the LDSO and all deputies, who will decide on the next steps and record this accordingly.
- d. All records related to child protection are kept in an individual safeguarding / child protection file for that child (which is separate to the pupil file). All child protection records are stored securely and confidentially and will be retained for 25 years after the pupil's date of birth.
- e. Where a pupil transfers from our school to another school / educational setting (including college), the LDSO (or deputies) will copy their safeguarding/ child protection file in its entirety and forward the original file to the new educational setting. This will be marked 'Strictly Confidential' and for the attention of the receiving school's LDSO, with a return address on the envelope so it can be returned to us if it goes astray. We will obtain evidence that the paperwork has been received by the new school and place this on the copied file which will be saved securely.
- f. Where a pupil joins our school, we will routinely check with the previous early years setting or school whether there are current or historical safeguarding / child protection records.

10. Multi-Agency Working

- a. It is the responsibility of the LDSO to ensure that the school is represented at any child protection conference called for children on the school roll or previously known to them. In addition, we will ensure that a child protection conference report is submitted two working days in advance of an initial conference and five working days for a review conference, in line with London Child Protection Procedures.
- b. Where possible and appropriate, any report will be shared in advance with the parent(s) / carer(s). Whoever attends will be fully briefed on any issues or concerns the school has and be prepared to contribute to the discussions at the conference in line with London Child Protection Procedures.
- c. If a child is subject to a Child Protection, Child in Need plan or Early Help Assessment and Plan, the LDSO will ensure the child is monitored regarding their school attendance, emotional well-being, academic progress, welfare and presentation.
- d. Where the school is part of the core group, the LDSO will ensure the school is represented, provides appropriate information and contributes to the plan at these meetings. Any concerns about the Child Protection plan and / or the child's welfare will be discussed and recorded at the

core group meeting, unless to do so would place the child at further risk of significant harm. In this case the LDSO will inform the child's social worker immediately and then record that they have done so and the actions agreed.

11. Allegations about members of the workforce

- a. All staff members are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are outlined in the Staff Handbook.
- b. The school works in accordance with statutory guidance and the Allegations against Staff/Volunteers (ASV/LADO) procedures (LSCB, 2017) in respect of allegations against an adult working with children (in a paid or voluntary capacity). Section 7 of the current London Child Protection Procedures provides detailed information on this.
- c. The school has processes in place for reporting any concerns about a member of staff (or any adult working with children). Any concerns about the conduct of a member of staff will be referred to the Head teacher (or the Deputy Head teacher in their absence). This role is distinct from the LDSO as the named person should have sufficient status and authority in the school to manage employment procedures. Staffing matters are confidential and the school operates within statutory guidance around Data Protection.
- d. Where the concern involves the Head teacher, it should be reported directly to the Chair of Governors.
- e. ASV/LADO procedures (LSCB, 2017) require that, where an allegation against a member of staff is received, the Head teacher, senior named person or the Chair of Governors must inform the duty Local Authority Designated Officer (LADO) on **0207 527 8101/8102** within one working day. However, wherever possible, contact with the LADO will be made immediately as they will then advise on how to proceed and whether the matter requires police involvement. This will include advice on speaking to pupils and parents and HR. The school will not carry out any investigation before speaking to the LADO.

12. Whistleblowing

- a. Whistleblowing is 'making a disclosure in the public interest' and occurs when a worker (or member of the wider school community) raises a concern about danger or illegality that affects others, for example pupils in the school or members of the public.
- b. All staff are made aware of the duty to raise concerns about the attitude or actions of staff in line with the school's Code of Conduct / Whistleblowing policy.
- c. We want everyone to feel able to report any child protection / safeguarding concerns. However, for members of staff who feel unable to raise these concerns internally, they can call the NSPCC whistleblowing helpline on: 0800 028 0285 (line is available from 8:00 AM to 8:00 PM, Monday to Friday) or email: help@nspcc.org.uk.
- d. Parents or others in the wider school community with concerns can contact the NSPCC general helpline on: 0808 800 5000 (24-hour helpline) or email: help@nspcc.org.uk.

Useful Contact Numbers/Additional information

Police	999
Islington Children's Services/Social Care Referral and Advice Team	020 7527 7400
Children's Social Care Out of hours (after 5pm and weekends)	020 7226 0992

Islington LADO (Local Authority Designated Officer)

Islington's LADO is Laura Eden , Head of Safeguarding and Quality Assurance. For advice and information about allegations against staff and volunteers please contact LADO@islington.gov.uk, 020 7527 8102.

Camden & Islington Police Child Abuse Investigation Team	020 8733 4286
Islington Solace Women's Aid	0808 802 5565
Domestic Violence National Helpline	0808 2000 247
Forced Marriage Unit	020 7008 0151
NSPCC	0800 800 500
Childline	0800 1111

Appendix I

Key contacts in Islington

(from the Islington Safeguarding Children Board website September 2018)

Targeted and Specialist Children and Families Services

Service	Contact number
Children's Services Contact Team (Monday to Friday 9am-5pm)	020 7527 7400
Emergency Duty Team (5pm to 9am, Weekends and Bank Holidays)	020 7226 0992

Police

Service	Contact number
Police Referrals - Child Abuse Investigation Team (CAIT)	020 8733 6495 or 020 8733 6500
For Emergencies	999

Health

Service	Contact number
Named Nurse, Whittington Health, Islington Community Services	020 3316 1984 or: 07881514653
Named Doctor, Whittington Health, Islington Community Services	020 3316 1882
Child Protection Advisors Whittington Health, Islington Community Services	020 3316 1885

Paediatric Liaison and Safeguarding Support for Whittington Hospital	020 7288 5472
Named Doctor, Whittington Health, Whittington Hospital	020 7272 3070 extension 5300 bleep 2636
Named Midwife, Whittington Health, Whittington Hospital	07876588526
Named Nurse, Moorfields Eye Hospital NHS Foundation Trust	020 7253 3411 extn:4662
Named Doctor, Moorfields Eye Hospital NHS Foundation Trust	020 7566 2340
Named Nurse, Camden and Islington Foundation Trust (Mental Health and Social Care)	020 3317 7163
Named Doctor, Camden and Islington Foundation Trust (Mental Health and Social Care)	020 3317 6700
Safeguarding Manager, Camden and Islington Foundation Trust (Mental Health and Social Care)	020 3317 7096
Designated Nurse, Clinical Commissioning Group	020 3688 2934
Designated Doctor, Clinical Commissioning Group	020 3316 1885
Named GP for Child Protection and Safeguarding	020 7619 6670

Early Years and Young People's Services

Service	Contact number
Access and Engagement Service	020 7527 3747
Principal Officer, Safeguarding in Education	020 7527 5845
Early Years and Childcare Service	020 7527 5932/5921
Early Years and Childcare Service – Senior Designated Officer	020 7527 5629
Families First	020 7527 4343
Young People Services - Senior Designated Officer	020 7527 5880

Appendices 2

Recognising Abuse (from KCSiE, DfE 2018, and the NSPCC)

The Categories of Abuse and Signs and Indicators

There are four categories of abuse. The definition of each category is set out below with a non-exhaustive list of possible signs and symptoms.

Physical

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 fabricates the symptoms of, or deliberately induces, illness in a child.

Recognising Physical Abuse

- Unexplained injuries or burns, particularly if they are recurrent
- Refusal to discuss injuries/refusal to discuss injuries
- Improbable explanations for injuries/parent undisturbed by accident/injury
- Untreated injuries or lingering illness not attended to
- Admission of punishment which appears excessive
- Shrinking from physical contact
- Fear of returning home or of parents being contacted
- Fear of undressing
- Fear of medical help
- Aggression/bullying
- Over compliant behaviour or a 'watchful attitude'
- Running away
- Significant changes in behaviour without explanation
- Deterioration in work
- Unexplained pattern of absences which may serve to hide bruises or other physical injuries.

Bruising

Children can have accidental bruising but the following must be considered as indicators of harm, unless there is evidence or an adequate explanation provided. Only a paediatric view around such explanations will be sufficient to dispel concerns listed:

- 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, although 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;
- Grasp marks on small children.

Bite marks

Human bite marks are oval or crescent shaped. If they are over 3cm in diameter, they are more likely to be made by an adult or older child.

Burns and Scalds

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

- Circular burns from cigarettes (but may be friction burns along the 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 of its own accord will struggle to get out and cause splash marks);
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation
- Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into hot liquid or bath.

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint, and loss of function in the limb 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.

Emotional

Emotional abuse is the persistent emotional maltreatment 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 include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Recognising emotional abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The indicators of emotional abuse are often also associated with other forms of abuse. Professionals should therefore be aware that emotional abuse might also indicate the presence of other kinds of abuse.

The following may be indicators of emotional abuse:

- Developmental delay;
- Abnormal attachment between a child and parent (e.g. anxious, indiscriminate or no attachment);

- Indiscriminate attachment or failure to attach;
- Aggressive behaviour towards others;
- Appeasing behaviour towards others;
- Scapegoated within the family;
- Frozen watchfulness, particularly in pre-school children;
- Low self-esteem and lack of confidence;
- Withdrawn or seen as a 'loner' – difficulty relating to others.
- Continual self-deprecation
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Self-harm or mutilation
- Compulsive stealing/scrounging
- Drug/solvent abuse
- 'Neurotic' behaviour – obsessive rocking, thumb sucking, and so on
- Air of detachment – 'don't care' attitude
- Social Isolation – does not join in and has few friends
- Desperate attention-seeking behaviour
- Eating problems, including overeating and lack of appetite
- Depression, withdrawal

Sexual

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Recognising sexual abuse

- Sexual abuse can be very difficult to recognise and reporting sexual abuse can be an extremely traumatic experience for a child. Therefore both identification and disclosure rates are deceptively low.
- Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and / or fear. According to one study three-quarters (72%) of sexually abused children did not tell anyone about the abuse at the time. Twenty-seven percent of the children told someone later, and around a third (31%) still had not told anyone about their experience/s by early adulthood.
- If a child makes an allegation of sexual abuse, it is very important that they are taken seriously. Allegations can often initially be indirect as the child tests the professional's response. There may be no physical signs and indications are likely to be emotional / behavioural.

Behavioural indicators which may help professionals identify child sexual abuse include:

- Inappropriate sexualised conduct;
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age;
- Contact or non-contact sexually harmful behaviour;
- Continual and inappropriate or excessive masturbation;
- Self-harm (including eating disorder), self- mutilation and suicide attempts;
- Involvement in sexual exploitation or indiscriminate choice of sexual partners;

- An anxious unwillingness to remove clothes for e.g. sports events (but this may be related to cultural norms or physical difficulties).

Physical indicators associated with child sexual abuse include:

- Pain or itching of genital area. Scratches, abrasions or persistent infections in the anal or genital regions
- Bruises, scratches, burns or bite marks on the body
- Blood on underclothes;
- Pregnancy in a child;
- 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.

Other signs of sexual abuse

- Pregnancy – particularly in the case of young adolescents who are evasive concerning the identity of the father
- Sexual awareness inappropriate to the child's age – shown, for example, in drawings, vocabulary, games, and so on
- Frequent public masturbation
- Attempts to teach other children about sexual activity
- Refusing to stay with certain people or go to certain places
- Aggressiveness, anger, anxiety, tearfulness
- Withdrawal from friends
- Frequent vaginal infections, discharge or odours
- Sexually transmitted diseases.

Possible signs in older children

- Promiscuity, prostitution, provocative sexual behaviour
- Self-injury, self-destructive behaviour, suicide attempts
- Eating disorders
- Tiredness, lethargy, listlessness
- Over-compliant behaviour
- Sleep disturbances
- Unexplained gifts of money
- Depression
- Changes in behaviour
- Non- attendance at school
- Talking about a new 'special' friend.

Sex offenders have no common profile, and it is important for professionals to avoid attaching any significance to stereotypes around their background or behaviour. While media interest often focuses on 'stranger danger', research indicates that as much as 80 per cent of sexual offending occurs in the context of a known relationship, either family, acquaintance or colleague.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;

- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic, emotional needs.

Recognising Neglect

It is rare that an isolated incident will lead to agencies becoming involved with a neglectful family. Evidence of neglect is built up over a period of time. Professionals should therefore compile a chronology and discuss concerns with any other agencies which may be involved with the family, to establish whether seemingly minor incidents are in fact part of a wider pattern of neglectful parenting.

When working in areas where poverty and deprivation are commonplace professionals may become desensitised to some of the indicators of neglect.

These include:

- Failure by parents or carers to meet essential physical needs (e.g. adequate or appropriate food, clothes, warmth, hygiene and medical or dental care);
- Failure by parents or carers to meet essential emotional needs (e.g. to feel loved and valued, to live in a safe, predictable home environment);
- 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 inappropriate carers (e.g. too young, complete strangers);
- Child left with adults who are intoxicated or violent;
- Child abandoned or left alone for excessive periods.

Disabled children and young people can be particularly vulnerable to neglect due to the increased level of care they may require.

Although neglect can be perpetrated consciously as an abusive act by a parent, it is rarely an act of deliberate cruelty. Neglect is usually defined as an omission of care by the child's parent, often due to one or more unmet needs of their own. These could include domestic violence, mental health issues, learning disabilities, substance misuse, or social isolation / exclusion. This list is not exhaustive.

While offering support and services to these parents, it is crucial that professionals maintain a clear focus on the needs of the child.

Possible signs of neglect

- Constant hunger
- Poor personal hygiene
- Inappropriate clothing
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Low self-esteem
- Poor social relationships
- Compulsive stealing or scrounging
- Constant tiredness

Signs to Watch Out For

- Signs of low self-esteem

- Repeated talk of failure
- Deliberately seeking failure
- Denial or destruction of anything good
- Rejection of praise
- Pleasure in criticism
- Clowning, acting big, telling tall stories

Verbal signs of distress

- Self-denigration – Worthlessness
- Pessimism – Hopelessness
- Morbid thinking – Suicidal thoughts
- Pathological thinking – Self-blame

Non-verbal signs of distress

- Loss of interest and withdrawal
- Irritability and tearfulness
- Tiredness and change in weight
- Poor concentration and deterioration of work
- Destructive behaviour*
- Morbid art work and writing*
- Lack of self-care (deliberate)*
- Deliberate failure*
- Self-harming*
- Suicide attempts*
- Arson*

**Particularly significant and should never be ignored.*

Appendix 3

Flowchart on Managing Child Protection Related Allegations Against Staff

