



**Churchfield Church School's  
Safeguarding Children In Education / Child Protection Policy  
To be read in association with the Bath & Wells Multi Academy Trust's  
Safeguarding Policy**

Updated to incorporate the July 2015 Guidance on Working Together to Safeguard Children & Keeping Children Safe in Education (Update September 2016)

In all cases of actual or suspected abuse our Designated Child Protection person must be informed and the South West Child Protection Procedures followed – these are online procedures, which are regularly updated and includes contact details for the relevant Local Authorities. Key staff should upload this website to their desktop for instant access.

[www.swcpp.org.uk](http://www.swcpp.org.uk)

**The Child Protection Officer is**

**Name : REBECCA SKEWS**

**In her absence the Designated people for Child Protection are**

**Name: EMMA PACKER, ZOE BEMBRIDGE, SUE MARSHALL & HELEN ASTON (Designated Nursery Lead)**

**The MAT Director for Child Protection is**

**Name: PHILIP BOWDITCH**

**The Local Governing Body Governor for Child Protection is:**

**Name : FRANCIS FROST**

**The Designated Person for Looked After Children in the School is**

**Name: JENNY VENNING**

**[Note – where there is a separate Early Years provision the designated person for this should be clearly identified]**

**Signed**

**Interim Headteacher - Mrs J Venning**

**Date:**

**Signed**

**Chair of LGB – Mr D Amos**

**Date:**

## **Safeguarding Children In Education / Child Protection Policy**

### **1. Statement of Intent**

The Trust and this Academy is committed to providing the highest standard of education for all students based on equality of access and opportunity. The Trust and this Academy subscribes to the 5 outcomes of Every Child Matters and, therefore the aim for every child, whatever their background or their circumstances, to receive the support they require in order to:

- Be healthy.
- Stay safe.
- Enjoy and achieve.
- Make a positive contribution.
- Achieve economic well-being.

Everyone who comes into contact with children and their families has a role to play in safeguarding children. School and college staff are particularly important as they are in a position to identify concerns early and provide help for children in order to prevent concerns from escalating. Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance Working Together to Safeguard Children 2015. Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

#### ***HM Government 2015 -“Keeping Children Safe in Education”.***

Safeguarding and promoting the welfare of children (as defined by *Working Together to Safeguard Children, March 2015*) is:

- Protecting children from maltreatment.
- Preventing impairment of children’s health and development.
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children have the best outcomes.

The School fully recognises the responsibilities and the duty placed upon it to have arrangements to safeguard and promote the welfare of all students at the School.

### **2. Organisation**

#### **2.1 Key Principles**

##### **2.1.1 The School believes that all young people:**

- have the right to be protected from harm and / or abuse.
- have the opportunity to develop fully.
- have their basic needs met.

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The School recognises that abuse occurs to children of all ages, both sexes, different races and cultures, and occurs in all social classes.

The School recognises that because of their day-to-day contact with students, staff are extremely well placed to observe outward signs of abuse.

This policy applies to all staff, Governors, other agencies or volunteers working in the School.

### **2.2 Framework**

Key documents, which inform this policy, are:

- Safeguarding Children and Safer Recruitment in Education - DCSF (2010).
- Working Together to Safeguard Children – Department DCSF (2015).
- Keeping Children Safe in Education – Department DfES (July 2015).
- Advice for Practitioners providing Safeguarding Services to Vulnerable Children, Young People, Parents & Carers – (2015).
- What to do if you are worried a Child is being Abused - DfES (March 2015).
- Statutory Framework for the Early Years Foundation Stage (2014)
- FGM: Guidelines to Protect Women & Children – DfE (April 2016)

### **2.3 Aims**

This policy is based around three main objectives:

#### **Prevention**

- Providing an environment in which students feel safe, secure, confident, valued and respected, and know how to approach adults if they are in difficulties.
- Raising the awareness of all staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- Ensuring safe recruitment practice is implemented through effective DBS checks of all adults within the School who have access to children.

#### **Protection**

- Through the establishment of a systematic means of monitoring students, known or thought to be at risk of harm.
- Through the establishment of structured procedures within the School which will be followed by all members of the school community in cases of suspected abuse.
- Through the development of effective working relationships with all other agencies, involved in safeguarding children.
- Taking account of the procedures set out by the Local Safeguarding Children Board.

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### **Support**

- Ensuring that key concepts of child protection are integrated within the curriculum via PSHE, and that students are educated about risks associated with internet use and new technology.
- Ensuring that students are listened to and their concerns taken seriously and acted upon.
- Working with others to support students who may have been abused to access the curriculum and take a full part in school life.

### **2.4 Roles and Responsibilities**

The MAT takes seriously its statutory responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within the School to identify, assess, and support those children who are suffering harm. The MAT also acknowledges its responsibility under section 157 of the Education Act 2002 and The Independent Schools Standards (England) Regulations 2003 to safeguard children.

Where there are statutory requirements, the School has in place policies and procedures that satisfy and comply with the guidance issued by the Secretary of State (DfES Safeguarding Children & Safer Recruitment, 2010 & Working Together to Safeguard Children & Keeping Children Safe in Education, 2015).

The School recognises that safeguarding extends to issues such as student health and safety, arrangements to meet the needs of children with medical conditions, providing first aid, school security, education in drugs and substance misuse, and the prevention of bullying.

### **2.5 Training and Support**

The School has a designated Child Protection Team, who have all undertaken appropriate Child Protection training which is regularly updated (at least every 2 years).

There are senior members of staff who are ready to act in the Child Protection Officer's absence, who has also received training which is regularly updated.

There is a nominated MAT Director responsible for child protection.

There is a nominated Local Governing Board Governor for child protection.

All members of staff receive appropriate training and regular updates to develop their:

- understanding of signs and indicators of abuse (Appendix 1).
- understanding of how to respond to a pupil who discloses abuse (Section 12: Appendix 2).
- understanding of the procedures to be followed in sharing a concern of possible abuse or a disclosure of abuse (Section 12: Appendix 2).

New staff, supply staff and volunteers are advised of the School's child protection arrangements, and contact details of the Child Protection Officer, as part of their induction into the school.

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Every member of staff, volunteer and Governor knows the name of the Child Protection Officer and their role.

### **Safe Recruitment**

Preventing unsuitable people from working with children and young people is essential to keeping children safe. Rigorous selection and recruitment of staff and volunteers is therefore a key responsibility of the Principal and Local Governing Board. The school Staff Recruitment Policy ensures that the following areas are addressed:

- Recruitment advertisements include a child protection statement.
- At interview candidates are asked to account for any gaps in their employment history.
- Appropriate checks (i.e. checks against DCSF List 99 and enhanced Disclosure Barring Service (DBS) checks are carried out on all potential employees and volunteers.
- Identity checks and qualification checks are also carried out in accordance with the DCSF guidance Safeguarding Children and Safer Recruitment in Education (2010).
- References are taken up and verified.
- A central record of checks is maintained and reviewed regularly by the School.
- Childcare Disqualification Declarations are held for all staff.

### **2.7 Records**

The School recognises that well-kept records are essential to good child protection practice. Child protection records are kept separately from the main School file in a locked cabinet.

### **2.8 Extended schools and lettings – the use of school premises by other organisations**

Where services or activities are provided separately by another body using the School premises, the School will seek written assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection.

### **2.9 Responsibilities of the Headteacher (designated person in school for Child Protection)**

The Headteacher will:

- Ensure that the safeguarding policies and procedures are fully implemented and followed by all staff.
- Ensure that resources are allocated to enable the Child Protection Officer & Team and other staff as required, to attend strategy discussion, inter-agency meetings, contribute to assessments etc.
- Ensure that appropriate members of staff have received training on the use of the EHA Framework (a standardised early assessment), and that they are able to identify any additional needs that a student may have so that they may receive appropriate support at an early stage.
- Ensure that there is an identified senior manager to take on the above responsibilities in the absence of the Headteacher.

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- Be responsible for receiving allegations against staff and volunteers.
- Record details of all allegations against staff and volunteers and report them to the MAT.
- Be responsible for carrying out any actions agreed by the MAT and reporting on outcomes.

### **2.10 Responsibilities of the Child Protection Officer**

The Child Protection Officer is responsible for:

- Referring any child believed to have suffered or to be likely to suffer significant harm to the Children's Social Services duty team without delay.
- Following up any such referral to the Children's Social Services duty team in writing when appropriate.
- Ensuring that detailed and accurate written records of concerns about a child are kept, even if there is no need to make an immediate referral.
- Ensuring that all such records are kept confidentially, securely and are separate from student records. The file will contain a front sheet listing dates and a brief entry to provide a chronology.
- Ensuring that an indication of further record-keeping is marked on the student records.
- Acting as a focal point for staff concerns and liaising with other agencies and professionals.
- Monitoring individual child protection cases including the number of children on the child protection register.
- Notifying Children's Social Services if there is an unexplained period of absence for any student on the child protection register of more than 2 days.
- Notifying a child's social worker without delay of any new concern or relevant information about a child on the Child Protection Register.
- Where there is uncertainty as to how to proceed in a potential child protection situation, seeking advice from the Principal Education Welfare Officer or directly from the Child Protection Unit.
- Developing effective links with relevant agencies and co-operating as required with their enquiries regarding child protection matters.
- Co-ordinating case conferences, family support meetings, core groups, or other multi-agency planning meetings; and contributing to the Framework for Assessments process.
- Ensuring that all School staff and volunteers are aware of the School's Child Protection policy and procedures, and know how to recognise and refer any concerns.
- Keeping up to date with current knowledge in order to fulfil the role.
- Attending the training provided specifically for Child Protection Officers at least once every two years.

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- Ensuring that all staff receive appropriate updates and training regularly and on arrival at the School.
- Following correct procedures when an allegation is made against a member of staff, volunteer or other agency working in the School.
- Attending Child Protection Officer network meetings organised locally, to ensure that staff are updated regularly on current child protection issues and to provide a forum for the development of good practice.
- Providing an annual report for the Governing Body, detailing any changes to the policy and procedures; training undertaken by the designated persons, and by all staff and Governors; and the number of children who have a “Child Protection Plan”.
- Assuming responsibility for ensuring that procedures are carried out in line with this policy.

### **2.11 Responsibilities of the teaching, volunteer and non-teaching staff in the School**

The responsibilities of the teaching, volunteer and non-teaching staff are:

- Undertaking appropriate training regularly, in relation to safeguarding and promoting the welfare of children.
- Being alert to signs of abuse and reporting concerns immediately to the Child Protection Officer.
- Dealing with all incidents in line with the School's policy guidance.

In all cases relating to child protection the Child Protection Officer will work with other staff who know and work with the child in question, in order to identify the most successful way of dealing with the child protection need. Relevant staff will, depending on the nature of the child protection issue, attend social service reviews and case conferences in relation to named children, although the Child Protection Officer will need to have accurate information and feedback in relation to these meetings. Decisions regarding child protection will ultimately rest with the Child Protection Officer.

### **2.12 Responsibilities of the Child Protection Director and the MAT**

- The LGB Child Protection Governor is responsible for meeting the Child Protection Officer and discussing issues in relation to child protection matters, including support provided by the School for students, and the effectiveness of systems to support the identification of child protection concerns. This includes reporting of issues and incidents to the designated MAT Director.
- A member of the Local Governing Board has been nominated to liaise with the Children's Services Department and / or partner agencies in the event of an allegation being made against the Headteacher.

### **2.13 Confidentiality**

The School recognises that all matters relating to child protection are confidential.

The Child Protection Officer will disclose personal information about a student to other members of staff on a need to know basis only.

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All staff must be aware that they cannot promise a student to keep secrets which might compromise the student's safety or well-being, or that of another student. If a student confides in a member of staff and requests that the information is kept secret, the member of staff must tell the student sensitively that s/he has a responsibility to refer cases relating to alleged abuse to the appropriate agencies for the student's sake. Within this context, the student should be assured that the matter will only be discussed with people who need to know about it and that they will treat the matter confidentially.

In cases where abuse is suspected or alleged, teachers and other members of staff must share this concern immediately with the Child Protection Officer.

### **2.14 Allegations against staff**

All School staff should take care not to place themselves in an inappropriate position with a student. Where possible, work with individual students should be conducted in the view of other adults.

All staff are referred to the school's staff code of conduct, see Guidance for Safer Working Practice with reference to professional boundaries.

If a student makes an allegation against a member of staff, the member of staff receiving the allegation will immediately inform the Headteacher or the most senior member of staff if the Headteacher is not present. The School's Procedures for Dealing with Allegations against Staff will be followed. This will always involve a discussion with the Children's Services Department officers and the Designated MAT Director.

In all cases where the allegation or suspicion of child abuse involves the designated Child Protection Officer, other members of staff must share the concerns with the Headteacher or Principal who will inform Children's Social Services.

### **2.15 Physical Intervention / Positive Handling**

The School's policy on physical intervention / positive handling by staff is set out separately.

Physical intervention should only be used in particular circumstances, and even where necessary minimum force should be applied to prevent harm to the student, or to another student or adult. Physical intervention which causes injury or severe distress to a student could result in consideration under child protection or staff disciplinary procedures.

All physical interventions should be recorded and signed by a witness.

### **2.16 Bullying**

The School's procedures on the prevention and management of bullying are set out in a separate policy.

### **2.17 Cyber-bullying**

The School's procedures to prevent and manage cyber-bullying are set out within a separate policy and cross referenced to the Behaviour Policy.

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### **2.18 Racist Incidents**

The School's procedure on dealing with racist incidents is set out in a separate policy. It is acknowledged that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

### **2.19 Sexual exploitation / substance misuse**

Students who are identified to be at risk of sexual exploitation or substance abuse will be referred to Children's Social Services.

### **2.20 Students with Medical Needs**

The School's procedure for dealing with the medical needs of its students is set out in a separate policy and this has regard to DfEE / DoH Good Practice Guide - Supporting Pupils with Medical Needs, and DfES Circular 14/96 - Supporting Pupils with Medical Conditions (December 2015).

### **2.21 Looked After Children**

There is a Designated Teacher for Looked After Children (LAC).

The Designated Teacher will contribute to the "in care reviews" and / or case conferences of children who are the subject of a child protection plan and to the child's Individual Education Plan.

### **2.22 Photography, Video, Internet usage**

The School's policies on photography, video and internet usage are set out in separate documents.

### **2.23 Health & Safety**

The School's policy on Health and Safety is set out in a separate document.

### **2.24 Work Experience and Careers Education**

**The School's policy on Work Experience and Careers Education is set out in a separate document.**

### **2.25 Female Genital Mutilation (FGM)**

**This form of abuse involves mutilation by way of female circumcision, excision or infibulations. It causes long term mental and physical suffering, difficulty in giving birth, infertility and even death.**

**The designated person for child protection will ensure that all of the School staff are aware of the indicators of the possibility that a girl is thought to be undergoing or has undergone FGM.**

### **2.26 Forced Marriages**

**Forced marriage is a marriage conducted without the full consent of both parties and where duress is a factor. Such a marriage is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence.**

**If there is a concern that a student (male or female) is in danger of forced marriage, the Child Protection Officer will contact Children's Social Services without informing the Parent / Carer.**

**If there is an imminent threat of a student being taken out of the country, the police and the Government's Forced Marriage Unit ([www.fco.gov.uk](http://www.fco.gov.uk) / 020 7008 0230) will be contacted.**

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### **2.27 Radicalisation**

Prevent Duty – Refer to Statutory Guidance issued under Section 29 of the CTSA 2015 (Prevent Guidance) & Paragraphs 57 - 76

### **2.28 Self Harming & Suicidal Behaviour**

Self-harm and suicide threats and gestures put children at risk of significant harm, and should always be taken seriously. They may also be indicative of psychological or emotional disturbance triggered by physical, sexual and / or emotional abuse or chronic neglect which may also constitute significant harm.

### **2.29 Sexually Active Children**

#### **Children under 13 years**

A child under 13 is not legally capable of consenting to sexual activity. Any offence under the Sexual Offences Act 2003 involving a child under 13 is very serious and should be taken to indicate a risk of significant harm to the child.

#### **Children 13 to 16 years**

Sexual activity involving a child under 16 is also an offence.

#### **Child Sexual Exploitation**

Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming.

**If a member of staff is concerned that a student is at risk of sexual abuse, or is being groomed for sexual exploitation, the case should be referred immediately to the Child Protection Officer.**

### **2.30 Young Carers**

In many families, children contribute to family care and well-being as a part of normal family life. A young Carer is a child who is responsible for caring on a regular basis for a relative (usually a parent, grandparent, sometimes a sibling or very occasionally a friend) who has an illness or disability.

Many young Carers may experience:

- Social isolation.
- A low level of school attendance.
- Some educational difficulties.
- Impaired development of their identity and potential.
- Low self-esteem.
- Emotional and physical neglect.

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- Conflict between loyalty to their family and their wish to have their own needs met.

Where a young Carer is identified, the student's needs will be considered.

### **2.31 Students with Special Educational Needs (SEN)**

The School recognises that children with SEN may be especially vulnerable to abuse. Staff should take extra care to interpret signs of abuse or neglect.

The Child Protection Officer will work with the SENCO to ensure that any needs of SEN students are responded to appropriately (e.g. for a student with particular communication needs).

### **2.32 Supporting vulnerable pupils**

The School recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth or view the world as a positive place. They may feel helplessness, humiliation and some sense of blame. The School may be the only stable, secure and predictable element in the lives of children at risk. When at the School, their behaviour may be challenging and defiant or they may be withdrawn. The School will endeavour to support the student through:

- Delivering curriculum opportunities which may help them to understand personal circumstances and situations.
- Providing a positive ethos through which the student can be supported, feel secure and valued.
- The application of the behaviour and discipline policy, which is aimed at supporting vulnerable students. The School will ensure that the student knows that some behaviour is unacceptable but at the same time they are valued, and are not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the students such as Children's Social Services, Child and Adult Mental Health Service, Education Welfare Service and Educational Psychology Service.
- Ensuring that, where a student on the Child Protection Register leaves the School, their information is transferred to the new school without delay and the child's social worker is informed of the change.

The School will therefore:

- Establish and maintain an ethos, which is understood by all staff, which enables students to feel secure and encourages them to talk knowing that they will be listened to.
- Ensure that all students know there is an adult in the School whom they can approach if they are worried or in difficulty.
- Provide opportunities across the curriculum, which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

### **2.33 Parental Involvement**

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It is important that Parents / Carers understand the responsibilities placed on the School and staff for child protection, and in particular the need to:

- Safeguard and promote the welfare of children.
- Share information and work in partnership with other agencies when there are concerns about a child's welfare.

The School sets out its obligations for child protection in the School prospectus.

Students and Parents / Carers will be made aware of how the School's child protection system works and with whom they can discuss any concerns. Information will also be made available about local and national telephone help-lines.

In general the School will seek to discuss any concerns about a student's welfare with the family and, where possible, seek their agreement to making referral to Children's Social Services. However this will only be done where it will not place a student at increased risk of significant harm.

### **3. Monitoring, Evaluation and Review**

The Governing Body will review this policy on an annual basis and ensure that School practice is in line with this policy.

The Academy Trust will comply with the annual reporting arrangements required by the relevant Local Authority.

## **Safeguarding Children In Education / Child Protection Policy**

### **Appendix 1 – Types of Abuse and Their Symptoms**

Please refer to 'What to do if you are worried a child is being abused' (March 2015)

#### **1.1 Physical Abuse**

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child.

Physical harm may also be caused when a Parent fabricates the symptoms of, or deliberately induces, illness in a child.

#### **Physical Abuse – Indicators**

##### **Physical Indicators**

- Unexplained injuries – bruises / abrasions / lacerations.
- The account of the accident may be vague or may vary from one telling to another.
- Unexplained burns.
- Regular occurrence of unexplained injuries.

Most accidental injuries occur on parts of the body where the skin passes over a bony protrusion.

##### **Behavioural Indicators**

- Withdrawn or aggressive behavioural extremes.
- Uncomfortable with physical contact.
- Seems afraid to go home.
- Complains of soreness or moves uncomfortably.
- Wears clothing inappropriate for the weather, in order to cover body.
- The interaction between the child and his / her Parent / Carer.

#### **1.2 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 involve a Parent failing to:

- Provide adequate food, clothing and shelter.
- Protect a child from physical and emotional harm or danger.
- Ensure adequate supervision (including the use of inadequate care-givers).
- Ensure access to appropriate medical care or treatment.

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

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### Neglect – Indicators

#### Physical Indicators

- Unattended medical need.
- Underweight or obesity.
- Recurrent infection.
- Unkempt dirty appearance.
- Smelly.
- Inadequate / unwashed clothes.
- Consistent lack of supervision.
- Consistent hunger.
- Inappropriately dressed.

#### Behavioural Indicators

- Poor social relationships.
- Indiscriminate friendliness.
- Poor concentration.
- Low self-esteem.
- Regularly displays fatigue or lethargy.
- Frequently falls asleep in class.
- Frequent unexplained absences.

### 1.3 Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent effects on the child's emotional development, and may involve:

- Conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.
- Imposing age or developmentally inappropriate expectations on children. These may include preventing the child participating in normal social interactions or interactions that are beyond the child's developmental capacity, as well as overprotection and limitation of exploration and learning.
- Seeing or hearing the ill-treatment of another.
- Serious bullying, causing children frequently to feel frightened or in danger.
- Exploitation or corruption of children (Radicalisation).

### Emotional Abuse – Indicators

#### Physical Indicators

- Poor attachment relationship.
- Unresponsive / neglectful behaviour towards the child's emotional needs.

#### Behavioural Indicators

- Low self-esteem.
- Unhappiness, anxiety.
- Withdrawn.

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- Persistent negative comments about the child.
- Inappropriate or inconsistent expectations.
- Self-harm.
- Insecure.
- Attention seeking.
- Passive or aggressive behavioural extremes.

### **1.4 Sexual Abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening.

Sexual abuse includes non-contact activities, such as involving children in looking at, or in the production of pornographic materials, watching sexual activities or encouraging children to behave in sexually inappropriate ways. This also includes Female Genital Mutilation.

#### **Sexual Abuse – Indicators**

##### **Physical Indicators**

- Awkwardness in walking / sitting or standing (looks uncomfortable).
- Pain.
- Bruising, scratching, bites on the inner thighs.
- Self-harm.
- Eating disorders.
- Enuresis / encopresis.
- Sudden weight loss or gain.
- Difficulty in sitting for a long periods.
- Frequent and longer visits to the toilet.
- Avoiding physical exercise.
- Prolonged or repeated absences from school.

##### **Behavioural Indicators**

- Sexually proactive behaviour or knowledge that is incompatible with the child's age & understanding.
- Drawings & or written work that is sexually explicit.
- Self-harm / Suicide attempts.
- Running away.
- Substance abuse.
- Significant devaluing of self.
- Loss of concentration.
- Withdrawn / depressed.

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### **Appendix 2 – Handling Disclosures of Abuse**

Staff should always stop and listen to a student who wants to tell them about incidents or suspicions of abuse, without displaying shock and disbelief. The following guidelines should be followed:

- Take the student seriously. Always assume that s/he is telling the truth.
- Do not promise confidentiality; members of staff have a duty to refer disclosures to the Child Protection Officer whenever a student is deemed to be “in need”. Tell the student sensitively that you have a responsibility to refer cases relating to alleged abuse to the appropriate agencies for the student’s sake. Assure the student the matter will only be discussed with people who need to know about it and that they will treat the matter confidentially.
- Do not ask leading questions, for example, “What did she do next?” (this assumes that she did). In cases where criminal proceedings occur, such questioning can cause evidence to become invalid.
- Do reassure the student and try to alleviate any sense of personal guilt.
- Do not ask the student to repeat the incident for another member of staff.
- End by summarising what has been said and what action has been agreed.
- Be clear with the student about the next step.
- Record carefully what has been said and what actions have been agreed.
- Share any concern or disclosure immediately with the Child Protection Officer.

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### **Appendix 3 – The EHA Framework**

**The Early Help Assessment (EHA) can only be completed with the consent and involvement of the Parent / Carer (or child / young person where appropriate).**

It provides a standard method of assessment used across all children's services. It facilitates **early identification of needs**, leading to co-ordinated provision of services, involving a lead professional where appropriate, and sharing information to avoid the duplication of assessments.

The EHA is designed for when:

- There are concerns about how well a child is progressing in terms of their health, welfare, behaviour, progress in learning or any other aspect of their well-being.
- There is signed consent from a Parent / Carer.
- The child's needs are unclear or broader than a single service can address.

An EHA should be completed when a professional in any agency (all health, childcare, early years settings, schools, education, Connexions, adult social care, crime reduction and the voluntary sector) has concerns that a child will not progress towards the five *Every Child Matters* priority outcomes (being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic well-being), without additional services.

Completing an EHA should:

- Enable the professional to identify the child's needs.
- Provide a structure for systematic gathering and recording of information.
- Record evidence of concerns and a base-line for measuring progress in addressing them.
- Provide an evidence base for a decision to refer to another agency if necessary, or to Children's Social Services for an initial or core assessment or to another service for a specialist assessment.