



## Child Protection Policy & Procedure Guidelines

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**Policy Leader: Assistant Principal and DSL**

**Governor Approval: Full Governing Board**

**Date updated: September 2023**

**DfE Statutory Guidance: [Keeping Children Safe in Education \(2023\)](#)**

**ASPIRE**

**ACHIEVEMENT \* SUPPORT \* PERSEVERANCE \* INDIVIDUALITY \* RESPECT \* EXCELLENCE**

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# The Henry Cort Community College Child Protection Policy

## Policy Statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.

We make every effort to provide a safe and welcoming environment underpinned by a culture of openness where both children and adults feel secure, able to talk and believe that they are being listened to.

We maintain an attitude of “it could happen here” where safeguarding is concerned.

The purpose of this policy is to provide staff, volunteers and governors with the framework they need in order to keep children safe and secure in our college and to inform parents and guardians how we will safeguard their children whilst they are in our care.

Specific guidance is available to staff within the procedure documents.

## Definitions

Within this document:

**Child Protection** is an aspect of safeguarding, but is focused on how we respond to children who have been significantly harmed or are at risk of significant harm.

The term **Staff** applies to all those working for or on behalf of the college, full time or part time, in either a paid or voluntary capacity. This also includes parents and governors.

**Child** refers to all young people who have not yet reached their 18th birthday. On the whole, this will apply to pupils of our college; however, the policy will extend to visiting children and students from other establishments.

**Parent** refers to birth parents and other adults in a parenting role for example adoptive parents, step parents, guardians and foster carers.

**Abuse** could mean neglect, physical, emotional or sexual abuse or any combination of these. Parents, carers and other people (including other children) can harm children either by direct acts and / or failure to provide proper care. Explanations of these are given within the procedure document.

## Aims:

- To provide staff with the framework to promote and safeguard the wellbeing of children and in so doing ensure they meet their statutory responsibilities
- To ensure consistent good practice across the college
- To demonstrate our commitment to protecting children

## Principles and Values

- Children have a right to feel secure and cannot learn effectively unless they do so.
- All children regardless of age, gender, race, ability, sexuality, religion, culture or language have a right to be protected from harm
- All staff have a key role in prevention of harm and an equal responsibility to act on any suspicion or disclosure that may indicate a child is at risk of harm, either in the college or in the community, taking into account *contextual safeguarding*, in accordance with the guidance
- We acknowledge that working in partnership with other agencies protects children and reduces risk and so we will engage in partnership working throughout the child protection process to safeguard children
- Whilst the college will work openly with parents as far as possible, the college reserves the right to contact children's social care or the police, without notifying parents if this is in the child's best interests

## Leadership and Management

We recognise that staff anxiety around child protection can undermine good practice and so have established clear lines of accountability, training and advice to support the process and individual staff within that process.

In this college any individual can contact the designated safeguarding lead (DSL) or deputies (DDSL) if they have concerns about a young person.

**DSL** is **Mr N Carroll** and **Mrs Corrine Johnson** (Operational DSL). The **Core Team Deputy DSLs** are, Mrs Sam Warner, Mrs Stella Pratt, Mr Matt Lane and Ms Patricia Selfe. Additionally, the remainder of the Senior Leadership Team and additional House Progress Leaders have been DDSL Trained. These include: Mr Ben Parker, Miss Claire Gudgeon, Mrs Trudie Atkinson, Ms Jenifer Nutt and Mrs Clare Plumridge. There is a nominated safeguarding governor, Mr Carl Stanton. The Chair of Governors, will receive reports of allegations against the Principal and act on the behalf of the governing board.

As an employer, we comply with the "Disqualification under the childcare act 2006" guidance issued in February 2015. As an employer we follow safer recruitment guidance as set out in KCSiE 2023 including informing shortlisted candidates that online searches will be carried out.

## Training

All staff in our college are expected to be aware of the signs and symptoms of abuse and must be able to respond appropriately. Training is provided through annual Safeguarding Training (including online safety) and through half termly updates. Separate training is provided to all new staff on appointment through the induction process. The DSL will attend training at least every other year to enable them to fulfil their role through online training or through the DSL Conference. The college has also bought a new online safeguarding training through SSS Learning to support with DSL refresher training and keeping up to date with emerging concerns.

Any update in national or local guidance will be shared with all staff in briefings and then captured in the next whole college training. This policy will be updated during the year to reflect any changes brought about by new guidance.

## Referral

Following any concerns raised by staff, the DSL will assess the information and consider if significant harm has happened or there is a risk that it may happen. If the evidence suggests the threshold of significant harm, or risk of significant harm has been reached; or they are not clear if the threshold is met, then the DSL will contact children's social care and the police if appropriate. If the DSL or DDSL is not available or there are immediate concerns, the staff member will refer directly to Children's Social Care and the police if appropriate. We will use the guidance from NPCC to determine when to contact the police.

Generally, the DSL will inform the parents prior to making a referral. However, there are situations where this may not be possible or appropriate, particularly when informing parents may place the child at further risk

***N.B.** The exception to this process will be in those cases of known FGM where there is a mandatory requirement for the teacher to report directly to the police. The DSL should then also be made aware.*

## Confidentiality

- We maintain that all matters relating to child protection are to be treated as confidential and only shared as per the 'Information Sharing Advice for Practitioners' (DfE 2018) guidance
- There is a lawful basis for child protection concerns to be shared with agencies who have a statutory duty for child protection
- Information will be shared with agencies who we have a statutory duty to share with or individuals within the college who 'need to know'
- All staff are aware that they cannot promise a child to keep a disclosure confidential

**As a school we will educate pupils to recognise when they are at risk and how to get help when they need it through:**

- The content of the curriculum will be tailored to the specific needs and vulnerabilities of individual children, including child who are victims of abuse, and children with SEND.
- A school ethos which helps children to feel safe and able to talk freely about their concerns, believing that they will be listened to and valued.
- Every child having access to a 'trusted adult'
- Children will be taught about how to keep themselves and others safe when on-line
- Pastoral programme that covers different elements of safeguarding.

## Dealing with allegations against staff

If a concern is raised about the practice or behaviour of a member of staff this information will be recorded and passed to the **Principal, Ms Claudia Cabbage, should this be urgent and the Principal is not on site the Vice-Principal should be informed and where appropriate delegated to Mr Nick Carroll, Assistant Principal (DSL).** The local authority designated officer (LADO) will be contacted and the relevant guidance will be followed. If the allegation is against the Principal, the person receiving the allegation will contact the LADO or Chair of Governors directly (Annex 5).

## Dealing with children abusing children

If a concern is raised that a child under 18 is abusing another child under 18 the 'Child on Child Abuse' guidance will be followed (Annex 6).

## Legal context

Section 175 of the education act 2002; the Education (Independent School Standards) Regulations 2014; the Non-Maintained Special Schools (England) Regulations Children act 2004 & 1989

### Guidance

Hampshire safeguarding children board [protocols and guidance](#) and their [procedures](#)

- [Keeping Children Safe in Education \(2023\)](#)
- [Working Together to Safeguard Children \(2018\)](#)
- [Disqualification under the childcare act 2006 \(2015\)](#)
- [FGM Act 2003 mandatory reporting guidance \(2016\)](#)
- [Sexual violence and sexual harassment between children in schools and colleges \(2017\)](#)

## Policy Review

As a college, we review this policy at least annually in line with DfE, HSCB and HCC and other relevant statutory guidance.

**Date approved by governing board: 13 September 2023**

**Date reviewed by governing board: 13 September 2023**

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# **Roles and responsibilities within Henry Cort Community College**

## **Staff responsibilities**

All staff have a key role to play in identifying concerns early and in providing help for children. To achieve this, they will:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to
- Ensure children know that there are adults in the college whom they can approach if they are worried about any problems and that they will be listened to and taken seriously
- Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe whilst keeping in mind the needs of the child including SEND which might need a personalised or contextualised approach
- Attend training in order to be aware of and alert to the signs of abuse
- Maintain an attitude of “it could happen here” with regards to safeguarding
- Record their concerns if they are worried that a child is being abused and report these to the DSL as soon as practical that day via Safeguard my School or [safeguarding@henrycort.org](mailto:safeguarding@henrycort.org) for staff who do not have classcharts. If the DSL is not contactable immediately a Deputy DSL should be informed
- Be prepared to refer directly to social care, and the police if appropriate, if there is a risk of significant harm and the DSL or their Deputy is not available
- If the disclosure is an allegation against a member of staff, they will follow the allegations’ procedures ([Annex 5](#))
- Follow the procedures set out by the HSCB and take account of guidance issued by the DfE
- Support students in line with their child protection plan
- Treat information with confidentiality but never promising to “keep a secret”
- Notify DSL, or one of the deputies, of any child on a child protection plan who has unexplained absence
- Have an understanding of early help and be prepared to identify and support children who may benefit from early help
- Liaise with other agencies that support students and provide early help
- Ensure they know who the designated safeguarding lead (DSL) and deputy DSL are and know how to contact them
- Have an awareness of the Child Protection Policy, the Behaviour Policy, the Staff Behaviour Policy (or Code of Conduct), the Online Safety Policy and procedures relating to the safeguarding response for children who go missing from education and the role of the DSL.
- If they have a concern regarding a child’s mental health that they pass this on via the safeguarding procedure. Stella Pratt, DDSL and Wellbeing Manager, will then make a decision with the duty SLT member as to whether it needs to be referred onto Children’s Services or CAMHS. We have a trained Mental Health First Aider in Stella Pratt (Wellbeing Manager and DDSL) and Ms Cubbage, (Principal and Senior Mental Health Lead) and Mr B Parker (Assistant Principal and DDSL) has also completed additional Mental Health Training.
- Have an awareness of the Child Protection Policy, the Behaviour Policy, the Staff Behaviour Policy (or Code of Conduct), child on child abuse procedures, the safeguarding response for children who go missing from education and the role of the DSL.

## **Senior Management Team Responsibilities:**

- Contribute to inter-agency working in line with ‘Working Together to Safeguard Children 2018 Guidance’
- Provide a co-ordinated offer of early help when additional needs of children are identified
- Ensure staff are alert to the factors that can increase the need for early help (KCSiE, 2023)

- Working with children's social care, support their assessment and planning processes including the college's attendance at conference and core group meetings
- Carry out tasks delegated by the governing board such as training of staff; safer recruitment; maintaining a single central register
- Provide support and advice on all matters pertaining to safeguarding (including online safety) and child protection to all staff regardless of their position within the college
- Treat any information shared by staff or students with respect and follow procedures
- Ensure that allegations or concerns against staff are dealt with in accordance with guidance from department for education (DfE), Hampshire safeguarding children board (HSCB) and Hampshire County Council (HCC).

## **Governing board responsibilities**

- Ensure that safeguarding (including online safety) and child protection is at the forefront of all policy and procedures development
- Ensure the school has effective safeguarding policies and procedures including a Child Protection Policy, a Staff Behaviour Policy or Code of Conduct, a Behaviour Policy and a response to children who go missing from education.
- Ensure HSCB is informed in line with local requirements about the discharge of duties via the safeguarding audit
- Recruitment, selection and induction follows safer recruitment practice including all appropriate checks
- Allegations against staff are dealt with by the principal. Allegations against the Principal are dealt with by the Chair of Governors. Allegations against members of the governing body are dealt with by the Principal, who will liaise with Governor Services and the LADO as detailed in the governance handbook.
- A member of the senior staff team is a designated safeguarding lead (DSL) and has this recorded in their job description
- Staff have been trained appropriately and this is updated in line with guidance
- Any safeguarding deficiencies or weaknesses are remedied without delay
- There is a nominated governor for allegations against the principal, Mr Mark Badger, Chair of Governors and nominated governor for safeguarding is Mr Carl Stanton.

**DSL and DDSL responsibilities** (to be read in conjunction with DSL role description in KCSiE 2023).

**In this college the DSL is Mr Nick Carroll.**

The Operational DSL is Mrs Corrine Johnson and the Deputy DSL's are Mrs Kelly Kent, Mrs Sam Warner, Mrs Stella Pratt, Mr Matt Lane and Ms Patricia Selfe. Additionally, the remainder of the Senior Leadership Team and additional House Progress Leaders have been DSL trained. These include: Mrs Laura Turvey, Mr Ben Parker, Miss Claire Gudgeon, Mrs Trudie Atkinson, Ms Jenifer Nutt and Mrs Clare Plumridge.

**The college operates using a Operational DSL. The operational DSL will be on duty each day The DSL remains available for guidance and advice.**

In addition to the role of staff and senior management team the DSL/DSLs will:

- Refer cases to social care, and the police where appropriate, in a timely manner avoiding any delay that could place the child at more risk
- Assist the governing board in fulfilling their responsibilities under section 175 of the education act 2002
- Attend appropriate training for the role and demonstrate evidence of continuing professional development to carry out the role
- Ensure every member of staff knows who the DSL is, have an awareness of the DSL role and how to contact them



- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns about a child to the DSL and about an adult to the Principal
- Ensure that whole college safeguarding (including online safety) and child protection training occurs regularly with at least annual updates so that staff and volunteers can fulfil their responsibilities knowledgeably
- Ensure any members of staff joining the college outside of this training schedule receive induction prior to commencement of their duties
- Ensure that they promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children as much as possible
- Ensure that children know how to report abuse, are reassured that their concerns will be treated seriously and that they can safely express their views and give feedback
- Keep records of child protection concerns securely and separately from the main pupil file and use these records to assess the likelihood of risk
- Ensure that copies of safeguarding records are transferred accordingly (separate from pupil files) and in a timely fashion when a child transfers school
- Ensure that where a student transfers school and is on a child protection plan or is a child looked after, the information is passed to the new school immediately and that the child's social worker is informed. Consideration should be given to a transition meeting before moving if the case is complex or on-going
- Be aware of the training opportunities and briefings provided by HSCB to ensure staff are aware of the latest local guidance on safeguarding
- Develop, implement and review procedures in our college that enable the identification and reporting of all cases, or suspected cases, of abuse
- Meet any other expectations set out for DSLs in KCSiE 2023

<sup>1</sup> See Keeping Children Safe in Education 2023 Part 4 section 2 paragraph 399

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# **Henry Cort Community College Child Protection Procedure**

## **Overview**

The following procedures apply to all staff working in the college and will be covered by training to enable staff to understand their role and responsibility.

The aim of our procedures is to provide a robust framework which enables staff to take appropriate action when they are worried a child is being abused.

The prime concern at all stages must be the interests and safety of the child. Where there is a conflict of interest between the child and an adult, the interests of the child must be paramount.

All staff are aware that young children, those with disabilities, special needs, certain medical conditions or with language deficit/English as a second language may have more difficulty in communicating concerns or feelings. They may be more likely to communicate concerns with behaviours rather than words. Additionally, staff will question the cause of knocks and bumps in children who have limited mobility, which will include children (for example younger siblings) visiting the site in addition to pupils.

**If a member of staff suspects abuse, spots signs or indicators of abuse, or they have a disclosure of abuse made to them they must:**

1. Make an initial record of the information electronically on Safeguard my School.
2. Report it to the Operational DSL / DDSL immediately.
3. The Operational DSL / DDSL will consider if there is a requirement for immediate medical intervention, however urgent medical attention should not be delayed if DSL is not immediately available (see point 8 below).
4. Make an accurate record (which may be used in any subsequent court proceedings) as soon as possible and within 24 hours of the occurrence, of all that has happened, including details of:
  - Dates and times of their observations
  - Dates and times of any discussions they were involved in
  - Any injuries
  - Explanations given by the child/adult
  - What action was taken
  - Any actual words or phrases used by the child

The records must be signed and dated by the author with an equivalent procedure in place for electronic based records. Through the process of recording logs on Safeguard my School the author and date are automatically recorded through the log in process.

5. In the absence of the DSL or their Deputy, be prepared to refer directly to Children's Social Care (and the police if appropriate) if there is the potential for immediate significant harm.

## **Following a report of concerns from a member of staff, the DSL must:**

Decide whether or not there are sufficient grounds for suspecting significant harm in which case a referral must be made to children's social care and the police if it is in keeping with the National Police Chiefs Council ["When to call the Police"](#) guidance. The rationale for this decision should be recorded by the DSL

Normally the school should try to discuss any concerns about a child's welfare with the family and where possible to seek their agreement before making a referral to Children's Social Care. However, in accordance with DfE guidance, this should only be done when it will not place the child at increased risk or could have an impact on a police investigation. Where there are doubts or reservations about involving the child's family, the DSL should clarify with Children's Social Care or the police whether the parents should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation. The child's views should also be taken into account and they should be reassured that they can express their views as appropriate.

If there is indication that the child is suffering, or is likely to suffer, significant harm they must contact children's social care via the children's reception team (CRT) on 01329 225379 and make a clear statement of:

- the known facts
- any suspicions or allegations
- whether or not there has been any contact with the child's family

If there is indication that the child is suffering significant harm, a call will also be made to Children's Reception Team (CRT) on 01329 225379.

If a child is in immediate danger and urgent protective action is required, the police must be called. The DSL must then notify Children's Social Care of the occurrence and what action has been taken.

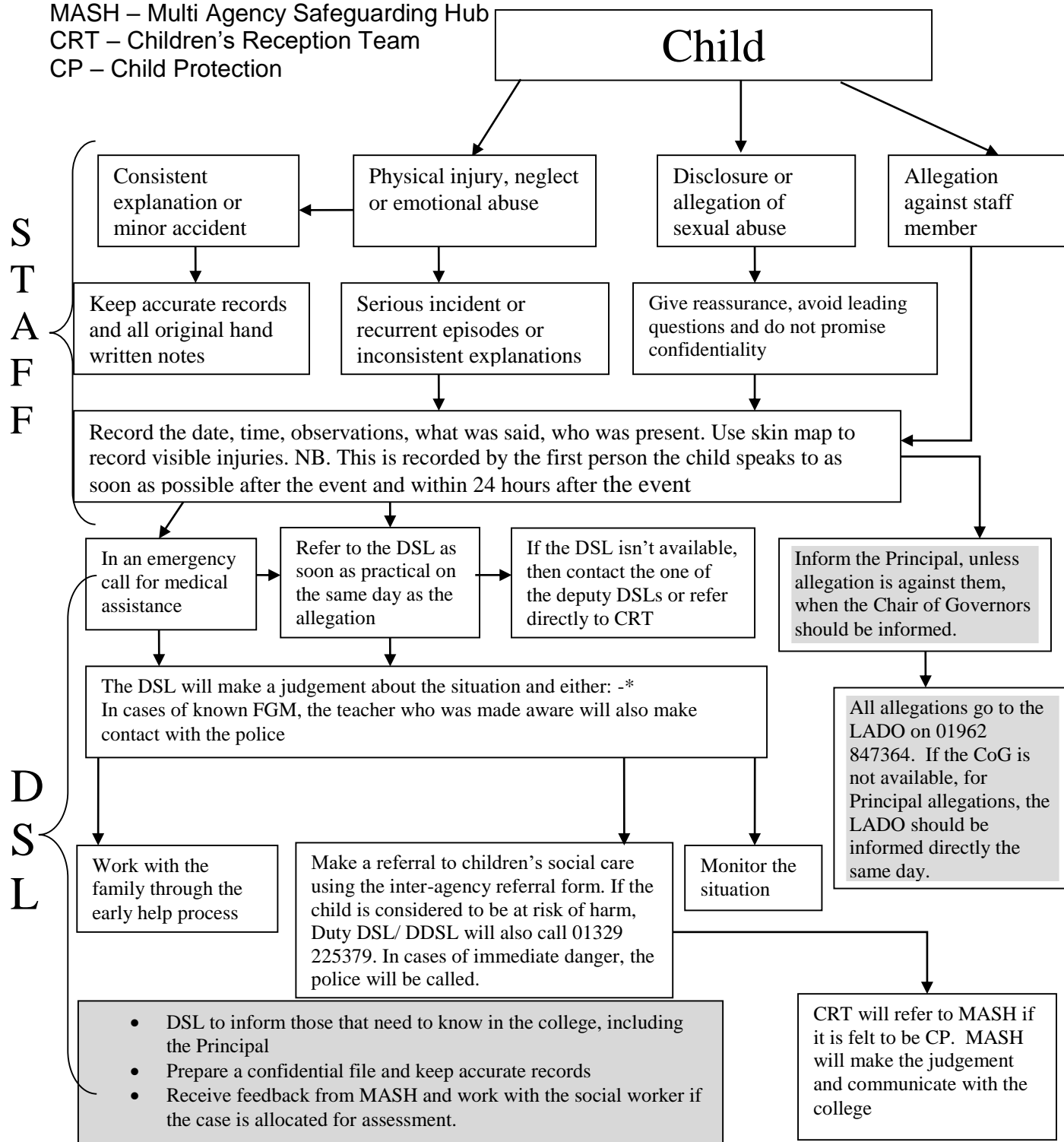
When a pupil needs *urgent* medical attention and there is suspicion of parental abuse causing the medical need, the DSL or their Deputy should take the child to the accident and emergency unit at the nearest hospital, while Children's Social Care are informed. Advice should be sought from Children's Social Care about informing the parents, remembering that parents should normally be informed that a child requires urgent hospital attention.

If there is not a risk of significant harm, the DSL will either actively monitor the situation or consider the Early Help process.

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## Annex 1- Flowchart for child protection procedures

DSL – Designated Safeguarding Lead  
MASH – Multi Agency Safeguarding Hub  
CRT – Children's Reception Team  
CP – Child Protection



*\*In the cases of known FGM, the teacher who has been made aware will also make contact with the police*

## Annex 2 - Recording form

Please note that this will only be used if the electronic recording system is not available.

<b>Child's name:</b>			
<b>Date and time</b>		<b>D.o.B</b>	
<b>Name and role of person raising concern:</b>			

<b>Details of concern (where? when? what? who? behaviours? use child's words)</b> <b>No leading questions, factual information only.</b>	

Actions taken			
Date	Person taking action	Action taken	Outcome of action

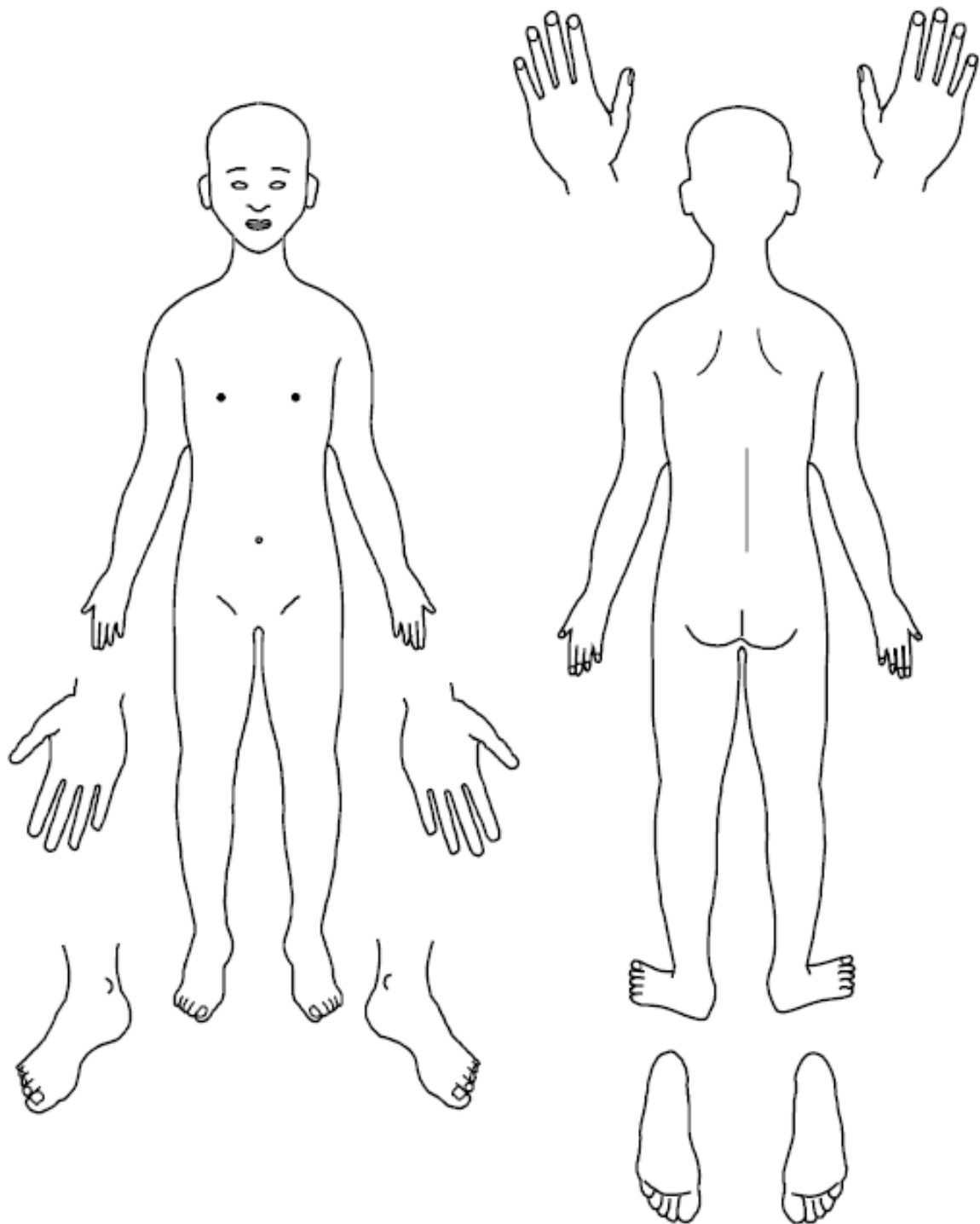
**Name:**

**Designation:**

**Copied to:**

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### Annex 3 - Skin map



Name of Child: \_\_\_\_\_

Date of birth: \_\_\_\_\_ Date of recording: \_\_\_\_\_

Name of completer: \_\_\_\_\_



Any additional information:

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## **Annex 4 - Dealing with disclosures**

### **All staff should:**

A member of staff who is approached by a child should listen positively and try to reassure them. They cannot promise complete confidentiality and should explain that they may need to pass information to other professionals to help keep the child or other children safe. The degree of confidentiality should always be governed by the need to protect the child.

Additional consideration needs to be given to children with communication difficulties and for those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to their age, understanding and preference.

All staff should know who the DSL is and who to approach if the DSL is unavailable. Ultimately, all staff have the right to make a referral to the police or social care directly and should do this if, for whatever reason, there are difficulties following the agreed protocol, e.g. they are the only adult on the college premises at the time and have concerns about sending a child home.

### **Guiding principles, the seven Rs**

#### **Receive**

- Listen to what is being said, without displaying shock or disbelief
- Accept what is said and take it seriously
- Make a note of what has been said as soon as practicable.

#### **Reassure**

- Reassure the student, but only so far as is honest and reliable
- Don't make promises you may not be able to keep e.g. 'I'll stay with you' or 'everything will be alright now' or 'I'll keep this confidential'
- Do reassure e.g. you could say: 'I believe you', 'I am glad you came to me', 'I am sorry this has happened', 'We are going to do something together to get help'

#### **Respond**

- Respond to the student only as far as is necessary for you to establish whether or not you need to refer this matter, but do not interrogate for full details
  - Do not ask 'leading' questions i.e. 'did he touch your private parts?' or 'did she hurt you?' Such questions may invalidate your evidence (and the child's) in any later prosecution in court. You may ask factual questions; What happened? Where did this happen? When did this happen? ,Who was there?
- Do not criticise the alleged perpetrator; the student may care about him/her, and reconciliation may be possible
- Do not ask the student to repeat it all for another member of staff. Explain what you have to do next and whom you have to talk to. Reassure the student that it will be a senior member of staff



## Report

- Share concerns with the DSL/DDSL as soon as possible via Safeguard my school, in person or via [safeguarding@henrycort.org](mailto:safeguarding@henrycort.org). Please note that if a person informs the DSL/DDSL they will be required to make an electronic record via Safeguard my School.
- If you are not able to contact your designated safeguarding lead, and the child is at risk of immediate harm, contact the children's services department directly
- If you are dissatisfied with the level of response you receive following your concerns, you should press for re-consideration

## Record

- If possible, make some very brief notes at the time and write them up as soon as possible
- Keep your original notes on file
- Record the date, time, place, persons present and noticeable nonverbal behaviour, and the words used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into 'proper' words
- Complete a body map to indicate the position of any noticeable bruising or marks.
- Record facts and observable things, rather than your 'interpretations' or 'assumptions'

## Remember

- Support the child: listen, reassure, and be available
- Complete confidentiality is essential. Share your knowledge only with appropriate professional colleagues
- Try to get some support for yourself if you need it

## Review (led by DSL)

- Has the action taken provided good outcomes for the child?
- Did the procedure work?
- Were any deficiencies or weaknesses identified in the procedure? Have these been remedied?
- Is further training required?

## What happens next?

It is important that concerns are followed up and it is everyone's responsibility to ensure that they are. The member of staff should be informed by the DSL what has happened following the report being made. If they do not receive this information they should be proactive in seeking it out.

If they have concerns that the disclosure has not been acted upon appropriately they might inform the safeguarding governor of the college and/or may ultimately contact the children's services department.

Receiving a disclosure can be upsetting for the member of staff and the college will support them after the disclosure. This might include reassurance that they have followed

procedure correctly and that their swift actions will enable the allegations to be handled appropriately.

In some cases, additional counselling might be needed and they should be encouraged to recognise that disclosures can have an impact on their own emotions.

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## **Annex 5 - Allegations against staff**

There is now a requirement to produce a Lower Level Concern (LLC) policy and process to be set out in your existing Codes of Conduct/Safeguarding Policy.

Working Together to Safeguard Children (2018) states that organisations should have clear policies in line with those from the LSCP for dealing with allegations against people who work with children. Those policies should make a clear distinction between an allegation, a complaint or a concern about the quality of care or practice.

Allegations as defined by KCSiE should be reported to the LADO. Complaints or concerns can be managed independently by the school or college under internal procedures.

Complaints could include: -

- Breaches of the code of Conduct
- Failure to follow policy, procedure or guidance
- Any breach of data protection or confidentiality
- Poor behaviour management
- Inappropriate use of social media
- Misadministration of medication

Concerns could include: -

- Inappropriate use of language, shouting or swearing
- Discussing personal or sexual relationships with, or in the presence, of pupils
- Making (or encouraging others to make) unprofessional comments which scapegoat, demean or humiliate children, or might be interpreted as such.

Lower Level Concerns LLC's, which do not reach the allegations harm threshold (or complaints criteria) should be dealt with under a school LLC procedure.

### **Allegations Procedure**

This procedure should be used in all cases when it is alleged a member of staff, supply staff or volunteer in a school, or another adult who works with children has either:

- **behaved in a way that has harmed a child, or may have harmed a child; or**
- **possibly committed a criminal offence against or related to a child; or**
- **behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children; or**
- **behaved or may have behaved in a way that indicates they may not be suitable to work with children.**

When considering allegations of suitability, (the fourth criteria above) the LADOs would consider the following situations:

- Parents of children who are placed on a CIN plan or are receiving Early Help;
- Arrests for offences against adults;
- Presentation to other professionals around mental health, domestic abuse and/or substance misuse;
- Extreme political or religious viewpoints which could be considered Hate Crime;
- Concerns about behaviour in their private lives which may impact on children

In any of these situations the LADO criteria for intervention in any of these situations will be assessed against the likelihood and impact of transferable risk to children.

In line with our referral process:

- Report any concerns about the conduct of any member of staff, supply staff or volunteer to the Principal as soon as possible. Where this is urgent and the Principal is not on site it should be reported to the Vice Principal.
- If an allegation is made against the Principal, the concerns need to be raised with the Chair of Governor as soon as possible. If the Chair of Governors is not available, then the LADO should be contacted directly.
- There may be situations when the Principal or Chair of Governors will want to involve the police immediately, if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence.
- Once an allegation has been received by the Principal or Chair of Governors, they will contact the LADO on 01962 876364 or [child.protection@hants.gov.uk](mailto:child.protection@hants.gov.uk) as soon as possible and before carrying out any investigation into the allegation.
- Inform the parents of the allegation unless there is a good reason not to

In liaison with the LADO, the school will determine how to proceed and if necessary, the LADO will refer the matter to Children's Social Care and/or the police.

When receiving information from outside agencies about school staff, the LADO will assess the potential for transferable risk, and make disclosure to the school where there is a likelihood of transferable risk to children and there is a pressing need.

## **Supply Staff**

While supply staff are not the employee of the school, it is still required that the school report the allegation to the LADO.

If the matter requires an internal investigation, this will be carried out by the school in liaison with a HR rep (acting as the employer) from the supply agency.

## **Lower Level Concerns (LLCs)**

The LLC policy is part of the whole school approach to safeguarding. The purpose of the policy is to encourage an open and transparent culture, which enables the school or college to identify concerning, problematic or inappropriate behaviour at an early stage. It should also empower staff to share LLCs with the DSL. LLCs will be managed independently by the school or college under internal procedures.

If the matter is investigated internally or does not meet threshold (low level concerns), the LADO will advise the school to seek guidance from their personnel/HR provider in following procedures set out in part 4 of 'Keeping Children Safe in Education' (2023) and

the HSCP procedures. Examples of such behaviour from KCSIE 2023 include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language

The LLC policy will:

- Ensure that staff are clear about what constitutes appropriate behaviour and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others;
- Empower staff to share any low-level safeguarding concerns with the DSL
- Address unprofessional behaviour and support the individual to correct this at an early stage;
- Provide a responsive, sensitive and proportionate handling of such concerns when they are raised;
- Help identify any weakness in the school or colleges safeguarding system.

In line with the LLC policy:-

- All LLCs will be shared responsibly with the DSL, recorded in writing and dealt with in an appropriate and timely manner;
- All LLCs will be reviewed, so that potential patterns of concerning, problematic or inappropriate behaviour can be identified;
- If LLCs are found to be escalating and are reaching the harm threshold, A referral will be made to the LADO.

If there is any doubt about the level at which behaviour needs to be addressed, LADO advice will be taken.

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## **Annex 6 - Sexual violence and sexual harassment between children in schools and colleges**

### **Child on child – Henty Cort Students**

#### **Context**

This policy is about how staff should respond to all reports and concerns of child-on-child sexual violence and sexual harassment, including those that have happened outside of school or college premises, and or online. All staff are advised to maintain an attitude of “It could happen here”

Schools and colleges not recognising, acknowledging or understanding the scale of harassment and abuse, and /or downplaying some behaviours relating to abuse can lead to a culture of unacceptable behaviour, an unsafe environment and in a worst case scenario a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

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 can adversely affect their educational attainment as well as their emotional well-being. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. It is also important to recognise that some perpetrators may themselves also be victims.

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children and young people including school and college staff are supported and protected as appropriate.

#### **Policy**

We believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and by other children.

We recognise that children are capable of abusing their peers and this will be dealt with under our child protection policy and in line with KCSiE (2023).

This policy is underpinned by the principle that there is a zero-tolerance approach to sexual violence and sexual harassment. We are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.

We will minimise the risk of child on child abuse by:

**Prevention:**

- Taking a whole school approach to safeguarding and child protection
- Providing training to staff
- Providing a clear set of values and standards, underpinned by the school's behaviour policy and pastoral support system, and by a planned programme of evidence-based content delivered through the curriculum
- Engaging with specialist support and interventions.

**Responding to reports of sexual violence and sexual harassment:**

- Children making a report of sexual violence or sexual harassment will be taken seriously, kept safe and be supported.
- Understanding that our initial response to a report from a child is incredibly important and can encourage or undermine the confidence of victims of sexual violence and harassment to report or to come forward in the future.
- If the report includes an online element, staff will be mindful of the Searching, Screening and Confiscation: advice for schools (DfE 2018) guidance.
- Staff taking the report will inform the DSL or their Deputy as soon as practicably possible but at least within 24 hours.
- Staff taking a report will never promise confidentiality.
- Parents or carers will normally be informed (unless this would put the child at greater risk).
- If a child is at risk of harm, is in immediate danger, or has been harmed, a referral will be made to Children's Social Care (01329 225379).

**Risk Assessment:**

Following a report, the DSL will make an immediate risk and needs assessment on a case-by-case basis.

The risk assessment will consider:

- The victim, especially their protection and support.
- The alleged perpetrator, their support needs, and any disciplinary action.
- All other children at the school.
- The victim and the alleged perpetrator sharing classes and space at school.

The risk assessment will be recorded and kept under review.

Where there has been other professional intervention and/or other specialist risk assessments. These professional assessments will be used to inform the school's approach to supporting and protecting pupils.

**Action: The DSL will consider: -**

- The wishes of the victim.
- The nature of the incident including whether a crime has been committed and the harm caused.
- Ages of the children/young people involved.
- Developmental stages of the children/young people.

- Any power imbalance between the children/young people.
- Any previous incidents.
- On-going risks.
- Other related issues or wider context.

**Options: The DSL will manage the report with the following options: -**

- Manage internally
- Refer to Early Help
- Refer to Children's Social Care
- Report to the police (generally in parallel with a referral to Social Care)

**Ongoing Response:**

- **All** concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified and addressed.
- The DSL will keep the risk assessment under review.
- The DSL will manage each report on a case-by-case basis and will keep the risk assessment under review.
- Where there is a criminal investigation into a rape, assault by penetration or sexual assault, the alleged perpetrator should be removed from any classes they share with the victim during that investigation.
- The DSL will consider how best to keep the victim and perpetrator apart on school premises and transport where appropriate.
- Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, the school will take suitable action. In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and lead to the view, that allowing the perpetrator to remain in the same school or college would seriously harm the education or welfare of the victim (and potentially other pupils and students).
- Where a criminal investigation into sexual assault leads to a conviction or caution, the school or college will, if it has not already, consider any suitable sanctions in light of their behaviour policy, including consideration of permanent exclusion. Where the perpetrator is going to remain at the school or college, the principle of keeping the victim and perpetrator in separate classes where possible would be maintained and continued. Consideration would be given to the most appropriate way to manage potential contact on school and college premises and transport. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.
- The victim, alleged perpetrator and other witnesses (children and adults) will receive appropriate support and safeguards on a case-by-case basis.
- When ongoing support is required by the victim, the victim should be asked whether they would find it helpful to have a designated trusted adult to talk about their needs. The choice of any such adult should be made by the victims (as far as reasonably possible) and this choice should be supported.



- The school will take any disciplinary action against the alleged perpetrator in line with behaviour policy and procedures in the school.
- The school recognises that taking disciplinary action and providing appropriate support are not mutually exclusive actions and will occur at the same time if necessary.

### **Unsubstantiated, unfounded, false, or malicious reports**

- If a report is determined to be unsubstantiated, unfounded, false or malicious, the designated safeguarding lead should consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and whether this is a cry for help. In such circumstances, a referral to children's social care may be appropriate.
- If a report is shown to be deliberately invented or malicious, the school or college, should consider whether any disciplinary action is appropriate against the individual who made it as per their own behaviour policy.

### **Physical Abuse**

While a clear focus of child on child abuse is linked to sexual abuse and harassment, physical assaults and initiation violence and rituals from pupils to pupils can also be abusive.

These are equally not tolerated and, if it is believed that a crime has been committed, will be reported to the police.

The principles from the anti-bullying policy will be applied in these cases, with recognition that any police investigation will need to take priority.

References:

KCSiE (DfE 2023)

Sexual Violence and Sexual Harassment between Children in Schools and Colleges (DfE 2022)

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## Annex 7- Sexual Violence and Sexual Harassment between Children Risk and Needs Assessment Template

*(This template is offered as a framework and should be seen as a starting point for development to fit your school's individual context. Each reported incident should be managed on a case-by-case basis)*

### EXAMPLE assessment

Presenting behaviours	What are the risks? Who might be harmed & how?	Action	Action by Who?	Action by when?	Action status or Date Completed & Outcome including further actions
<b>Behaviour:</b> Forcing other children to engage in sexual activity. Subject is a male child. A female child has been taken into the boys' toilets. Subject has exposed himself, grabbed the girl by the wrist and forced her to touch his genitals.  Subject is under the age of criminal responsibility. Subject has no known CP history There have been no previous concerns about the Subject.	All pupils in the class may be forced or coerced into sexual activity. Early indication is that female pupils may be more at risk.	Key members of staff with supervisory responsibility have been briefed by the DSL and will increase monitoring at break times. Subject will be escorted to the toilet.	DSL Staff AB, CD & EF ELSA	From Immediate effect	✓01/02/2020. Increased monitoring & toilet supervision in place
	Other children within the community	Subject's parents Informed re: Incident & behaviour and the risk plan put in place. Made aware of referral to CSD. Agreement for <ul style="list-style-type: none"> <li>Referral to CAMHS</li> <li>Increased monitoring &amp; toilet supervisor</li> <li>Keep safe work.</li> </ul>	DSL	01/02/20	✓01/02/20 Contract of agreement has been signed by the parents to include increased monitoring, toilet supervision and keep safe work.
		Referral to Children's social care	DSL	01/02/20	✓01/02/20 Children & Family Assessment to be completed by CAST
		Victims parents informed, and child's views gained. Child offered keep safe work.	DSL	01/02/20	✓Parents are satisfied with the school's actions & safeguarding measures so far. Child & family want child to remain in the same class. Keep safe work accepted.
		Referral to CAMHS	DSL	02/02/20	Referral made. ACTION – follow up with CAMHS as to the status of referral after 10 working days if not heard before
		Safeguarding measures to be reviewed.	DSL & Key Staff members	09/02/20	No additional concerns raised. ACTION - Review plan again in one weeks' time
		Keep safe work to be completed. Combination of whole class and targeted work to be carried out	ELSA	23/02/2020	OUTSTANDING Work planned and due to be delivered w/c 16/02

	Community Impact Assessment LOW The parents of the Subject and the victim are satisfied that the school is taking all necessary safeguarding measures to manage the risk. There are no indications at this stage for community unrest. This will be kept under review.	DSL and SLT to be aware of any community noises about the incidents.	DSL and SLT	05/04/2020	
	Media Media and communication team to be informed if community impact assessment risk increases	SLT to contact HCC communication team if required. Monitor during term	SLT	05/04/2020	
	Information Sharing. All information sharing has been completed in line with the school's CP and GDPR policies.	Relevant information to be recorded on each child's CP file as required.			
	Social Media There are no current risks from community use of social media. This will be kept under review.	Monitoring of social media during the term	Key staff	05/04/2020	

Presenting Behaviour	What are the risks? Who might be harmed & how?	Action	Action by Who?	Action by when?	Action status or Date Completed & Outcome including further actions

## **Annex 8 - Online Safety**

At Henry Cort it is essential that we safeguard children from potentially harmful and inappropriate online material.

A comprehensive approach to online safety empowers staff to protect and educate pupils, students, and colleagues in their use of technology and establishes the following mechanisms to identify, intervene in, and escalate any concerns where appropriate. **Staff must:**

- recognise that unlimited access to the internet allows children the potential to witness/engage in online child on child abuse via mobile and smart technology.
- be vigilant and report any concerns immediately in line with the processes outlined in this policy
- to try to prevent online child on child abuse in college, there is a clear mobile phone policy set out in the Behaviour Policy which must be adhered to.
- engage in training opportunities
- have regard to safe practice if and when undertaking remote teaching and learning in line with [DfE guidance](#), [NSPCC Learning - Undertaking remote teaching safely during school closures](#)

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- content: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes’.
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If we feel pupils, students or staff are at risk, we will report it to the Anti-Phishing Working Group (<https://apwg.org/>).

We ensure that online safety is a running and interrelated theme when devising and implementing policies and procedures.

There should be appropriate filtering and monitoring in place on all school devices and school networks. That staff training should include understanding roles and responsibilities in relation to filtering and monitoring. To support schools with this the DfE have produced the following guidance: [Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK \(www.gov.uk\)](#)

Education settings are directly responsible for ensuring they have the appropriate level of security protection procedures in place in order to safeguard their systems, staff and learners and review the effectiveness of these procedures periodically to keep up with evolving cyber-

crime technologies. Guidance on e-security is available from the [National Education Network](#). In addition, schools and colleges should consider meeting the [Cyber security standards for schools and colleges.GOV.UK](#). Broader guidance on cyber security including considerations for governors and trustees can be found at [Cyber security training for school staff - NCSC.GOV.UK](#)

We will consider how online safety is reflected as required in all relevant policies and embedded across all areas of the curriculum, included in teacher training and within the role and responsibilities of the designated safeguarding lead as well as discussions with parents.

Below are some things to consider when delivering virtual lessons, especially where webcams are involved:

- No 1:1s, groups only
- Staff and children must wear suitable clothing, as should anyone else in the household
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be plain with no identifiable features (e.g. a sheet hung behind the person or against a plain wall)
- The live class should be recorded so that if any issues were to arise, the video can be reviewed; recordings are accessible centrally
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day
- Language must be professional and appropriate, including any family members in the background
- Staff must only use platforms specified by senior managers and approved by our IT network manager/provider to communicate with students
- Staff should record, the length, time, date and attendance of any sessions held

**The Governing Board will:**

- Ensure the college has appropriate levels of online security including filtering systems to safeguard the college's staff, pupils and systems
- Review the annual online safety risk assessment to ensure that the level of security keeps up with technological changes

**The Online Safety Lead will:**

- Ensure that staff training is delivered and updated regularly
- Ensure parents and students are aware of how to stay safe online
- Report to the governing body on the online safety risk assessment
- Monitor the curriculum coverage of online safety

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## **Annex 9 - Whistleblowing in a safeguarding context**

While the school has a separate whistleblowing policy, this is a summary sheet that outlines the process when there is a concern that safeguarding issues have not been reported or followed correctly.

This does not replace the whistleblowing policy and should be read in conjunction with the school policy.

**Whistleblowing** is a term that is used when staff want to report a concern within their organisation that involves their manager or a person senior to them in the organisation which may prevent them from following the normal reporting systems.

There are a limited number of areas that can be called Whistleblowing, and the policy protects staff from being punished for raising concerns.

Within **The Henry Cort community College**, the Principal Claudia Cabbage is the senior manager and responsible for all staff. If you are concerned that any member of staff within the school is not following safeguarding processes or behaving in a way that is placing children at risk, you should in the first place make the Principal aware.

If your concern is about the Principal, you should raise this with the Chair of Governors by email as detailed in the September Safeguarding Training.

If you would prefer to raise your concerns outside the school environment you are able to contact the NSPCC whistleblowing line on 0800 028 0285 or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk) for national organisations or make contact with Hampshire County Council.

If you believe that a member of the school staff is harming a child (an allegation) and this has been reported to the Principal and no action has been taken, or the member of staff you have concerns about is the Principal, then you are able to contact the Local Authority Designated Officers (LADOs) on 01962 876364 or [child.protection@hants.gov.uk](mailto:child.protection@hants.gov.uk)

If you believe that a child is being abused by individuals outside the school, you should make a referral to Children's Social Care by calling 0300 555 1384 (office hours) or 0300 555 1373 (outside of office hours)

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## **Annex 10 - Briefing Sheet for Temporary and Supply Staff**

### **For supply staff and those on short contracts in Henry Cort Community College**

While working in Henry Cort Community College, you have a duty of care towards the students here. This means that at all times you should act in a way that is consistent with their safety and welfare. In addition, if at any time you have a concern about a child or young person, particularly if you think they may be at risk of abuse or neglect, it is your responsibility to share that concern with the duty designated safeguarding lead (DSL) who is Nick Carroll on [njc@henrycort.org](mailto:njc@henrycort.org) or the safeguarding team via [safeguarding@henrycort.org](mailto:safeguarding@henrycort.org).

**If you do not have access to IT or email, then please record your concern using the below Reporting Form and take it to reception whereby they will be able to inform the Duty Team for the day and pass it on.**

This is not an exhaustive list but you may have become concerned as a result of:

- observing a physical injury, which you think may have been non-accidental
- observing something in the appearance of a child or young person which suggests they are not being sufficiently well cared for
- observing behaviour that leads you to be concerned about a child or young person
- a child or young person telling you that they have been subjected to some form of abuse

In any of the circumstances listed here, you must write down what you saw or heard, date and sign your account, and give it to the DSL as soon as possible and not more than 24 hours later. This may be the beginning of a legal process – it is important to understand that legal action against a perpetrator can be seriously damaged by any suggestion that the child has been led in any way.

If a child talks to you about abuse, you should follow these guidelines:

- Rather than directly questioning the child, just listen and be supportive
- Never stop a child who is freely recalling significant events, but don't push the child to tell you more than they wish
- Make it clear that you may need to pass on information to staff in other agencies who may be able to help – do not promise confidentiality. You are obliged to share any information relating to abuse or neglect
- Write an account of the conversation immediately, as close to verbatim as possible. Put the date and timings on it, and mention anyone else who was present. Then sign it and give your record to the operational safeguarding lead Mrs Corrine Johnson who should contact Children's Social Care if appropriate

The college has a policy on safeguarding children and young people which you can find, together with the local procedures to be followed by all staff, in <http://www.henry-cort.hants.sch.uk/policies>.

**Remember, if you have a concern, discuss/ report it with the DSL or the Deputy DSLs.**



## Reporting Form

Child's name:			
Date and time		D.o.B	
Name and role of person raising concern:			

<b>Details of concern (where? when? what? who? behaviours? use child's words)</b> <b>No leading questions, factual information only.</b>	

Actions taken			
Date	Person taking action	Action taken	Outcome of action

Name: \_\_\_\_\_

**Designation:**

**Copied to:**

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## **Annex 11 - What Is Child Abuse?**

The following definitions are taken from *Working Together to Safeguard Children* HM Government (2018). In addition to these definitions, it should be understood that children can also be abused by honour based violence, forced marriage or female genital mutilation. To support the local context, all staff have access to the Hampshire Safeguarding Children Board threshold chart. [HSCB threshold chart](#).

### **What is abuse and neglect?**

Abuse and neglect are forms of 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 a stranger. They may be abused by an adult or adults, or another child or children.

### **Physical Abuse**

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

### **Emotional Abuse**

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 a child 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 a 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 cyber bullying), 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, although it may occur alone.

### **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.

## 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)
- ensure access to appropriate medical care or treatment

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

The [HSCB neglect strategy](#) is used for a more detailed summary of neglect and the local thresholds for referral.

## Indicators of Abuse

### Neglect

#### The Nature of Neglect

Neglect is a lack of parental care but poverty and lack of information or adequate services can be contributory factors.

Far more children are registered to the category of neglect on child protection plans than to the other categories. As with abuse, the number of children experiencing neglect is likely to be much higher than the numbers on the plans.

#### **Neglect can include parents or carers failing to:**

- provide adequate food, clothing and shelter
- protect a child from physical and emotional harm or danger
- ensure adequate supervision or stimulation
- ensure access to appropriate medical care or treatment

#### **NSPCC research has highlighted the following examples of the neglect of children under 12:**

- frequently going hungry
- frequently having to go to college in dirty clothes
- regularly having to look after themselves because of parents being away or having problems such as drug or alcohol misuse
- being abandoned or deserted
- living at home in dangerous physical conditions
- not being taken to the doctor when ill
- not receiving dental care

Neglect is a difficult form of abuse to recognise and is often seen as less serious than other categories. It is, however, very damaging: children who are neglected often

develop more slowly than others and may find it hard to make friends and fit in with their peer group.

Neglect is often noticed at a stage when it does not pose a risk to the child. The duty to safeguard and promote the welfare of children (*What to do if you're worried a child is being abused* March 2015 DfE.gov.uk) would suggest that an appropriate intervention or conversation at this early stage can address the issue and prevent a child continuing to suffer until it reaches a point when they are at risk of harm or in significant need.

Neglect is often linked to other forms of abuse, so any concerns college staff have should at least be discussed with the designated safeguarding lead.

## **Indicators of neglect**

The following is a summary of some of the indicators that may suggest a child is being abused or is at risk of harm. It is important to recognise that indicators alone cannot confirm whether a child is being abused. Each child should be seen in the context of their family and wider community and a proper assessment carried out by appropriate persons. What is important to keep in mind is that if you feel unsure or concerned, do something about it. Don't keep it to yourself. The HSCB neglect strategy provides a more detailed list of indicators of neglect and is available to all staff.

### **Physical indicators of neglect**

- Constant hunger and stealing food
- Poor personal hygiene - unkempt, dirty or smelly
- Underweight
- Dress unsuitable for weather
- Poor state of clothing
- Illness or injury untreated

### **Behavioural indicators of neglect**

- Constant tiredness
- Frequent absence from college or lateness
- Missing medical appointments
- Isolated among peers
- Frequently unsupervised
- Stealing or scavenging, especially food
- Destructive tendencies

## **Emotional abuse**

### **The nature of emotional abuse**

Most harm is produced in *low warmth, high criticism* homes, not from single incidents.

Emotional abuse is difficult to define, identify/recognise and/or prove.

Emotional abuse is chronic and cumulative and has a long-term impact.

All kinds of abuse and neglect have emotional effects although emotional abuse can occur by itself.

Children can be harmed by witnessing someone harming another person – as in domestic violence.

It is sometimes possible to spot emotionally abusive behaviour from parents and carers to their children, by the way that the adults are speaking to, or behaving towards children. An appropriate challenge or intervention could affect positive change and prevent more intensive work being carried out later on.

## **Indicators of emotional abuse**

### **Developmental issues**

- Delays in physical, mental and emotional development
- Poor college performance
- Speech disorders, particularly sudden disorders or changes

### **Behaviour**

- Acceptance of punishment which appears excessive
- Over-reaction to mistakes
- Continual self-deprecation (I'm stupid, ugly, worthless etc.)
- Neurotic behaviour (such as rocking, hair-twisting, thumb-sucking)
- Self-mutilation
- Suicide attempts
- Drug/solvent abuse
- Running away
- Compulsive stealing, scavenging
- Acting out
- Poor trust in significant adults
- Regressive behaviour – e.g., wetting
- Eating disorders
- Destructive tendencies
- Neurotic behaviour
- Arriving early at college, leaving late

### **Social issues**

- Withdrawal from physical contact
- Withdrawal from social interaction
- Over-compliant behaviour
- Insecure, clinging behaviour
- Poor social relationships

### **Emotional responses**

- Extreme fear of new situations
- Inappropriate emotional responses to painful situations ("I deserve this")
- Fear of parents being contacted
- Self-disgust
- Low self-esteem
- Unusually fearful with adults
- Lack of concentration, restlessness, aimlessness
- Extremes of passivity or aggression

## **Physical abuse**

### **The nature of physical abuse**

Most children collect cuts and bruises quite routinely as part of the rough and tumble of daily life. Clearly, it is not necessary to be concerned about most of these minor injuries. But accidental injuries normally occur on the *bony prominences* – e.g., shins. Injuries on the *soft* areas of the body are more likely to be inflicted intentionally and should therefore make us more alert to other concerning factors that may be present.

A body map (annex 3) can assist in the clear recording and reporting of physical abuse. The body map should only be used to record observed injuries and no child should be asked to remove clothing by a member of staff of the college.

### **Indicators of physical abuse / factors that should increase concern**

- Multiple bruising or bruises and scratches (especially on the head and face)
- Clusters of bruises – e.g., fingertip bruising (caused by being grasped)
- Bruises around the neck and behind the ears – the most common abusive injuries are to the head
- Bruises on the back, chest, buttocks, or on the inside of the thighs
- Marks indicating injury by an instrument – e.g., linear bruising (stick), parallel bruising (belt), marks of a buckle
- Bite marks
- Deliberate burning may also be indicated by the pattern of an instrument or object – e.g., electric fire, cooker, cigarette
- Scalds with upward splash marks or *tide marks*
- Untreated injuries
- Recurrent injuries or burns
- Bald patches

**In the social context of the college, it is normal to ask about a noticeable injury. The response to such an enquiry is generally light-hearted and detailed. So, most of all, concern should be increased when:**

- the explanation given does not match the injury
- the explanation uses words or phrases that do not match the vocabulary of the child (adult words)
- no explanation is forthcoming
- the child (or the parent/carer) is secretive or evasive
- the injury is accompanied by allegations of abuse or assault

### **You should be concerned if the child or young person:**

- is reluctant to have parents/carers contacted
- runs away or shows fear of going home
- is aggressive towards themselves or others
- flinches when approached or touched
- is reluctant to undress to change clothing for sport
- wears long sleeves during hot weather
- is unnaturally compliant in the presence of parents/carers
- has a fear of medical help or attention

- admits to a punishment that appears excessive

## **Sexual abuse**

### **The nature of sexual abuse**

Sexual abuse is often perpetrated by people who are known and trusted by the child – e.g., relatives, family friends, neighbours, babysitters, people working with the child in college, faith settings, clubs or activities. Children can also be subject to child sexual exploitation.

Sexual exploitation is seen as a separate category of sexual abuse. Indicators of CSE can be found in the college [Safeguarding policy](#).

### **Characteristics of child sexual abuse:**

- it is often planned and systematic – people do not sexually abuse children by accident, though sexual abuse can be opportunistic
- grooming the child – people who abuse children take care to choose a vulnerable child and often spend time making them dependent
- grooming the child's environment – abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives

Most people who sexually abuse children are men, but some women sexually abuse to.

### **Indicators of sexual abuse**

#### **Physical observations**

- Damage to genitalia, anus or mouth
- Sexually transmitted diseases
- Unexpected pregnancy, especially in very young girls
- Soreness in genital area, anus or mouth and other medical problems such as chronic
- itching
- Unexplained recurrent urinary tract infections and discharges or abdominal pain

#### **Behavioural observations**

- Sexual knowledge inappropriate for age
- Sexualised behaviour or affection inappropriate for age
- Sexually provocative behaviour/promiscuity
- Hinting at sexual activity/inexplicable decline in college performance
- Depression or other sudden apparent changes in personality as becoming insecure or clinging
- Lack of concentration, restlessness, aimlessness
- Socially isolated or withdrawn
- Overly-compliant behaviour
- Acting out, aggressive behaviour
- Poor trust or fear concerning significant adults
- Regressive behaviour, onset of wetting, by day or night; nightmares
- Onset of insecure, clinging behaviour
- Arriving early at college, leaving late, running away from home

- Suicide attempts, self-mutilation, self-disgust
- Suddenly drawing sexually explicit pictures
- Eating disorders or sudden loss of appetite or compulsive eating
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Become worried about clothing being removed
- Trying to be 'ultra-good' or perfect; overreacting to criticism.

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## **Annex 12- Useful contacts**

<b>Key Personnel</b>	<b>Name (s)</b>	<b>Telephone No.</b>
DSL	Mr Nick Carroll	01329 843127 Ext 202
Operational DSL	Mrs Corrine Johnson	01329 843127 Ext 260
DDSLs	Mrs Sam Warner Mrs Stella Pratt Mr Matt Lane Ms Trish Selfe Ms Claudia Cabbage Mr Ben Parker Miss Claire Gudgeon Miss Trudie Luff Ms Jenifer Nutt Mrs Clare Plumridge Mrs Kelly Kent	01329 843127
College's named "Prevent" lead	Mr Nick Carroll	01329 843127 Ext 211
Nominated Governor Chair of Governors	Mr Carl Stanton Mr Mark Badger	<a href="mailto:c.stanton@henrycort.org">c.stanton@henrycort.org</a> <a href="mailto:m.badger@henrycort.org">m.badger@henrycort.org</a>
Children's Reception Team		01329 225379
Out of hours social care		0300 555 1373
Police		101 or in emergencies 999
Safeguarding advisors / local authority designated officers (LADOs)	Barbara Piddington Fiona Armfield Mark Blackwell	HCC Safeguarding Unit 01962 876364 <a href="mailto:Child.protection@hants.gov.uk">Child.protection@hants.gov.uk</a>
College First Aider	Mrs Kelly Giles	01329 843127 Ext 216

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