

# The Pier Head Preparatory Montessori School

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## Safeguarding Policy

Date of POLICY: September 2019

Person Responsible for Safeguarding

Miss Emma Kohl

Date Reviewed: September 2019

### POLICY FOR SAFEGUARDING

#### General Introduction

The Proprietor takes their responsibility seriously under section 175 of the Education Act 2002 to safeguard and promote the welfare of pupils; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those pupils who are suffering harm including those in the Foundation Stage.

It is recognized that all staff play an important role in identifying potential cases of child abuse. It is also important that all relevant agencies involved in pupils abuse cooperate together for the benefit of the pupils. All schools have a designated person or people for Safeguarding, who liaises with Social Service departments and with all staff in school. For this procedure to work, it relies on the skills and expertise of every member of staff and adult within school to recognize or report concerns.

At The Pier Head Prep the Designated Person (Miss Emma Kohl) is the designated safeguarding lead for Safeguarding, along with the Miss Julie McCormick. All staff should have total commitment to Safeguarding.

All staff believe that our school should provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual pupils.

#### Aims

This policy has been developed in accordance with the principles and procedures stated in “*Keeping Children Safe in Education July 2018, Keeping Children Safe in Education: information for all schools and school staff DfE 2018 and working together to safeguard children.*”

July 2018 **draft MUST** be read in conjunction with this policy and is see link below and Tower hamlets update

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/729914/Working\\_Together\\_to\\_Safeguard\\_Children-2018.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2018.pdf)

The aims of this policy are:

- To support the pupil’s development in ways that will foster security, confidence and independence, and protect them from maltreatment.
- To prevent impairment of pupil’s health or development
- To provide an environment in which Pupils and young children feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
- To take action to enable all pupils to have the best outcomes by:

- Raising the awareness of all teaching and non-teaching staff of the need to safeguard pupils and of their responsibilities in identifying and reporting possible cases of abuse.
- Providing a systematic means of monitoring pupils known or thought to be at risk of harm, and ensure we, the pier head prep contributes o assessments of need and support packages for those pupils
- Emphasizing the need for good levels of communication between all members of staff.
- Developing a structured procedure within the school which will be followed by all members of our school's community in cases of suspected abuse.

Wherever the word staff is used it covers all staff on site including, ancillary and supply staff, and volunteers working with pupils

- Developing and promoting effective working relationships with other agencies, especially the Police and Social Services.
- Ensuring that all adults within our school who have substantial access to pupils have been checked as to their suitability.

### Procedures

The Pier Head Preparatory schools' procedures for safeguarding of pupils will be in line with those of Tower Hamlets safeguarding Board. (See end of policy for useful addresses and contacts).

All members of Staff understand and fulfil their responsibilities, namely, to ensure that:

- The school operates safer recruitment procedures
- The school has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have had they not resigned.
- A senior leader has Led Designated Pupil Protection Officer (DCPO) responsibility
- On appointment, the DCPOs undertake interagency training and also undertake DCPO 'new to role' and an 'update' course every 2 years
- All other staff have Safeguarding training updated as appropriate
- Any weaknesses in Pupil Protection are remedied immediately
- The proprietor or senior member of staff , will liaise with the LA on Safeguarding and Pupil Protection issues and in the event of an allegation of abuse made against the proprietor
- Pupil Protection policies and procedures are reviewed annually and that the Safeguarding policy is available on the school website or by other means
- The Head teacher considers how pupils may be taught about safeguarding. This may be part of a broad and balanced curriculum covering relevant issues through personal social health and emotional education (PSHE)
- That enhanced DBS checks are in place for the all members of teaching staff
- The DCPO's who are involved in recruitment and one senior member of staff will also complete safer recruitment training to be renewed every 5 years

## Responsibilities of the Designated Person

Immediate responsibility for safeguarding rests with the 'designated person', currently the Proprietor Miss Emma Kohl. The deputy designated person who has responsibility is Miss Julie McCormick

The designated is responsible for:

- assessment Team, (see end of policy for names and contacts), and acting as a focal point for staff to discuss concerns. A written record of the referral will be faxed to the Assessment Team within one day of making a referral by telephone.

Keeping written records of concerns about a pupil even if there is no need to make an immediate referral.

Ensuring that all such records are kept confidential and securely and are separate from pupil records (file in pre school kept locked)

Ensuring that an indication of the existence of the additional file above is marked on the pupil records.

Liaising with other agencies and professionals.

Ensuring that either they or the member of staff attends case conferences, core groups, or other multi-agency planning meetings, contributes to assessments, and provides a report.

Ensuring that any pupils currently on the Safeguarding register (With a safeguarding plan) who is absent without explanation for 24hours is referred to Tower Hamlet's safeguarding team.

Organising pupil protection awareness training at the induction training for all staff including volunteers. They should be provided with the school safeguarding statement and the name of the designated safeguarding officer.

Organising regular full training for all Pier Head staff every three years and receive regular updates in e-safety and reporting concerns.

Referring a pupil, if there are concerns about possible abuse, to the Tower Hamlets Children's Services

If the Child is in the pre school or reception class (and is therefore within a registered EYFS setting) Ofsted will be informed within 14 days of any allegations of serious harm or abuse to a child by those looking after them, and of the action taken by The Pier Head.

## Training

The designated person is responsible for staff training which includes:

- All members of staff are provided with opportunities to receive Safeguarding training to develop their understanding of the signs and indicators of abuse procedures to follow and inter agency working.
- All staff receiving updated training every three years and CPO every two years at the appropriate level. The training is to standards approved by the local authority.

## Responding to Concerns about a pupil or if a pupil discloses

If a pupil decides to make a disclosure to a member of staff it is very important that certain steps are taken. It is not our job to interrogate the pupil or investigate what has happened.

In the case of disclosure, listen to the pupils. He/she should be reassured, and the allegations should be taken seriously. It should be explained that, as a result of the disclosure, you are concerned for the pupils's well-being.

The pupil must be allowed to disclose at his/her own pace, without questioning or prompting.

Do not ask the pupil leading questions or probe for information that the pupil does not volunteer.

If possible staff should write brief notes as the pupil makes the disclosure. These original notes

should be kept, no matter how rough, as they may have important information that could be lost in

a later, neater transcript of the events. If this is not possible, the notes must be written immediately

after the discussion with the pupils. All notes should be signed and dated by the writer and also

include the time.

Do not give a guarantee of confidentiality to the pupil Reassure the pupil that they have been

heard and explain what you will do next and to whom you will talk. Explain that you might have to

share the information that the pupil has given you with another responsible adult. Tell the pupil th

at you have a responsibility to get something done to help keep them safe.

In the case of staff having concerns about possible abuse, they should pass all concerns to the designated person who will keep records of the date, time and nature of concerns over a sensible

period. If the pupils is at risk of significant harm immediate steps need to be taken to protect

him/her.

Where the Designated Person/designated person deems it necessary the matter will be referred soon as possible, and certainly within 24hours, by them to the Tower Hamlets Safeguarding Team, which will advise on the next steps.

## Record Keeping

Staff can play a vital role in helping pupils in need or at risk by effective monitoring and record keeping. Any incident or behavioral change in a pupils that gives cause for concern should be recorded. It is important that records are factual and reflect the words used by the pupils or young

person. Opinion should not be given unless there is some form of evidence base which can also be

quoted. Records must be signed, dated and timed, if appropriate. It is important to remember that

any issues are confidential and staff should know only on a *need to know* basis. Information to be

recorded:

§ Pupils's name and date of birth

§ Pupils in normal context, e.g. behaviour, attitude, (has there been an extreme change) § The incident(s) which gives rise for concern with date(s) and times(s)

§ A verbatim record of what the pupils or young person has said.

§ If recording bruising/injuries indicate position, colour, size, shape and time on body map. § Action taken

These basic details are vital to the information gathering process and do not constitute an investigation. Written information should be passed to the Designated Person who should always be kept informed of any significant issues.

### **Storage of Records**

The designated person will ensure that records relating to concerns for the welfare or safety of the pupil are kept separate from other school files and are stored securely. Information is

confidential and this must be respected by staff and all others involved in the school. It will be shared on a strictly need to know basis.

### **Supporting Pupils**

A Pupil who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth. The school may provide the only stability in the lives of pupil how have been abused or who are at risk of harm. Research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

The school will support all pupils by

- § Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
- § Promoting a caring, safe and positive environment within the school
- § Liaising and working together with all other support services and those agencies involved in the safeguarding of pupils.
- § Notifying the Assessment Team as soon as there is a significant concern.
- § Providing continuing support to a pupil about whom there have been concerns, who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the pupils new school.

### **Code of Practice for Staff**

All staff should take care not to place themselves in a vulnerable position with relation to pupil protection. It is always advisable for interviews or work with individual pupils or parents to be conducted in view of other adults.

Whenever possible, staff should avoid occasions where a single adult is in the company of a lone pupils, particularly where there is little or no possibility of the activity being supervised or observed.

Activities which involve a single pupils working with one adult, should ideally take place in a room which can be easily observed by others. Doors should be left open if there is no other means of seeing the pupils and adult together.

Keep physical contact to a minimum. This should only occur where there is a genuine reason for contact in relation to the activity eg. Physical Education, Music, First Aid.

Never use verbal interactions that are demeaning or belittling. Jokes should never be made at the expense of pupils. Extreme care should be taken so that what is said is not misconstrued and innuendo should be avoided.

The giving and receiving of presents between staff and pupils should be done openly and within an appropriate setting. Outings should be staffed appropriately.

## Physical Intervention

We acknowledge that staff must only ever use physical intervention as a last resort, when a pupil is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.

Such events should be recorded and signed by a witness.

Staff who are likely to need to use physical intervention will be appropriately trained in the Positive Options technique.

We understand that physical intervention of a nature which causes injury or distress to a pupils may be considered under Safeguarding or disciplinary procedures.

We recognise that touch is appropriate in the context of working with pupils, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundary.

## Supporting Staff

We recognise that staff working in the school who have become involved with a pupil who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the Designated Person/designated officer and to seek further support as appropriate.

## Allegations against staff and volunteers by pupils

All school staff should take care not to place themselves in a vulnerable position with a pupil. It is always advisable for interviews or work with individual pupils or parents to be conducted in view of other adults and never on their own in a room without windows or viewing panels. All Staff should be aware of the schools own Discipline Policy.

A pupil may make an allegation against a member of staff.

- If such an allegation is made, the member of staff receiving the allegation will immediately inform the Designated Person.
- The Designated Person on all such occasions will discuss the content of the allegation with DPSO.
- If the allegation made to a member of staff concerns the Designated Person, the school ensures that all the information related to the allegation is collected promptly and passed on to the LA DESIGNATED OFFICER WITHIN 24 HOURS
- Suspension of the member of staff, excluding the Designated Person, against whom an allegation has been made, needs careful consideration, and the Designated Person will assemble the facts and seek the advice of the Proprietor
- These facts may then be reported to social services in the first instance and on their advice to the Independent Safeguarding Authority
- In the event of an allegation against the Designated Person, the decision to suspend will be made by the Proprietor

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## Reporting to Disclosure and Barring Service

The designated person is required to report to the Disclosure and Barring Service (DBS) within one

month of leaving the school any person (whether employed, contracted, a volunteer or pupils)

whose services are no longer used because he or she is considered unsuitable to work with pupils.

The School is also required to report to the DBS any person who is currently under investigation. It is important that reports include as much evidence about the circumstances of the case as possible.

The address for referrals <https://www.gov.uk/government/publications/dbs-referrals-form-and-guidance>

Failure to make a report to the DBS constitutes an offence. The document, Safeguarding Children in Education: Dealing With Allegations of Abuse Against Teachers and Other Staff, provides comprehensive guidance on how to proceed if this situation should arise.

## Anti-Bullying

Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under Safeguarding procedures. This includes all forms e .g. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents. All staff are aware that pupils with SEN and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse. We keep a record of bullying incidents.

## Racist Incidents

Our policy on racist incidents is set out separately, and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under safeguarding procedures. We keep a record of racist incidents. Also see **appendix B** allegations by pupils against other pupils.

## Parents

This school will work with parents to support the needs of their pupils. The school has a duty to help parents understand that it has a responsibility for the welfare of all pupils. In fulfilling this role every parent or carer will be able to view this policy on the website.



Recruitment and the maintenance of the central register; Premises security issues;

Risk assessments;

Training undertaken by the designated person, proprietor and staff; Number and type of incidents,

Reporting procedures and outcomes;

Details and progress of any pupils on the safeguarding register, with a pupils protection plan, or subject to the Common Assessment Framework (CAF).

All members of staff, and the designated Safeguarding officer know how to respond to a pupils who discloses abuse.

We will seek to ensure the suitability of adults working with pupils on school sites at any time.

We will ensure that selection and recruitment of staff includes checks for their suitability with the Criminal Records Bureau (DBS) -See below.

We will ensure that any member of staff found not suitable to work with pupils will be notified to the appropriate bodies.

All new members of staff receive a copy of our Safeguarding Policy in their staff handbook.

## Recruitment

The basis for recruitment procedures in the school are the procedures set out in Keeping children safe in education 2014. Every adult working in the school on a paid, voluntary, supply or service provider basis who has (or may have) regular contact with pupils will be checked in the specified ways and their details recorded in the single central register.

The information on teachers that will be checked is as follows:

- Identity checks - name, address, photographic proof of identity, date of birth
- Employer access online check through using the school secure access user account and password which will then provide a link to the teacher services portal at the Department for Education This will check the following
- qualified teacher status (QTS) and check against Prohibition from teaching orders with teachers.
- completed their induction
- a mandatory qualification for teachers of hearing impaired or visually impaired pupils
- an active teaching restriction
- been the subject of a decision by the Secretary of State not to impose a prohibition order for unacceptable professional conduct, conduct that may bring the teaching profession into disrepute or conviction of a relevant offence
- been prohibited from teaching
- a suspension or conditional order imposed by the General Teaching Council for England that is still current
- failed their induction or probation period
  
- Checks will also be made with the Disclosure and Barring Service for:
- criminal records
- identity checks
- Barred teachers
- Checks on right to work in the UK
- Other persons such as governors and cleaning staff will be checked as follows:

- Identity checks - name, address, photographic proof of identity, date of birth Disclosure and Barring Service checks
- Where an appointee has lived outside the UK, checks in the former country of residence equivalent to CRB checks
- Medical fitness
- Two references
- Checks on previous experience.

For all persons, medical fitness confirmation is required once an offer of employment has been made. Disclosure and Barring Service checks will be obtained as soon as possible after appointment but in their absence, in the case of teachers, the School will undertake a List 99 check and ensure that the teacher is properly supervised. A summary of the information will be entered into the single central register which will be in the following format. The source is Safeguarding children and safer recruitment in education, 2007, page 48:

*Each entry in the register will bear the initials of the person who did the checking and the date of the check. Where information is pending, a statement to this effect must be added in the appropriate box in the register. There will be no blank boxes.*

The School will specify to supply companies and companies providing services that confirmation of the following checks having been made is required before the employment of their staff:

- Identity checks - name, address, photographic proof of identity, date of birth · DBS disclosures
- Where the supplied person has lived outside the UK, checks in the former country of residence equivalent to CRB checks
- Medical fitness
- Two references
- Checks on previous experience.
- Employer Access check (for teachers)
- All other adults who have contact with pupils will be supervised at all times.
- Responsibility for maintaining the register and supporting personnel files lies with the Proprietor

**In September 018 the DfE updated the statutory guidance on safeguarding.**

**Full guidance, Keeping Children Safe in Education at:**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/729914/Working\\_Together\\_to\\_Safeguard\\_Children-2018.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2018.pdf)

**Eight page summary for staff at:**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/729914/Working\\_Together\\_to\\_Safeguard\\_Children-2018.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2018.pdf)

#### **Useful Addresses**

##### **Tower Hamlets**

Social Services,  
22-28 Underwood Road,  
London  
E1 5AW

Tel: 020 7364 2063

Chair: Anne Goldsmith, [anne.goldsmith@towerhamlets.gov.uk](mailto:anne.goldsmith@towerhamlets.gov.uk)

Development Officer: Elaine Ryan, [elaine.ryan@towerhamlets.gov.uk](mailto:elaine.ryan@towerhamlets.gov.uk)

If you are worried or have concerns about a child or a young person, who you think may be abused, neglected or harmed - You can contact the Duty Worker at:

## **In an emergency, contact the Police - Dial 999**

### **What to do if you're worried about a member of staff?**

If you are concerned about an adult who works with or has direct contact with pupils in their place of work, either as a paid staff member or volunteer - please contact the **Pupils Protection Advice Line** on Tel: **020 7364 3444** or contact James Gilley, the **Local Authority Designated Officer (LADO)** directly on Tel: **020 7364 3506** or [james.gilley@towerhamlets.gov.uk](mailto:james.gilley@towerhamlets.gov.uk)

Child protection and reviewing:

[lpst@towerhamlets.gov.uk](mailto:lpst@towerhamlets.gov.uk)

Mulberry Place, 5 Clove Crescent, London E14 1BY. Tel: 020 7364 5006

## **Appendix B**

### **Allegation of one pupil against another pupil**

- If the occasion arises where there is an accusation of one pupil against another this will be taken seriously
- The designated person will investigate and both pupils will where appropriate make statements to the DSGO
- If the view is that the behaviour does indeed amount to a pupil protection issue, the designated person should refer both pupils to the local authority children's social care department and confirm the referral in writing within 24 hours.
- Pending the outcome of the referral to the children's social care department and the possible investigation or assessment that may follow from this, any risk that may be posed to other pupils by the pupils who has allegedly harmed another pupils will need to be carefully managed. This should be done on an inter-agency basis in accordance with procedures developed by the local safeguarding board
- The designated person should enquire of the pupils social care department whether these procedures are being used and, if so, should ask to be involved in or at least kept informed of inter-agency decisions made in accordance with these procedures.
- If the procedures are not being used and the school remains concerned that the pupil could pose a risk to other pupils, then the designated person and the Proprietor should consider whether the pupil can continue to remain in school, and if so, on what basis. This is a situation that needs to be kept under regular review as the investigation and assessment conducted by the statutory agencies is carried out and reaches a conclusion. It may also need to be reviewed regularly following the conclusion of the assessment process, as the pupils may be receiving support that should, with time, reduce the level of risk he/she presents.
- Advice as to how best to protect the pupils within the school while procedures take place

with the perpetrator should be sought from social services and acted up by the designated person.

- 
- If the allegation is found to be without substance or fabricated, the school will consider referring the pupils who was said to have been harmed to the children's social care department for them to assess whether he/she is in need of services (for example, the pupil may have been abused by someone else).
  - If it is felt that there has been malicious intent behind the allegation, the school will discuss with the police whether there are grounds to pursue any action against the person responsible  
If social services do not take the incident seriously and do not act according to the level of the concerns of the school advice from the NSPCC and police should be sought.

## Appendix C

### Recognising signs of child abuse

This is intended as a guide.

Please remember that the presence of one or more factors does not necessarily give proof that pupils abuse has occurred. It may, however, indicate that investigation should take place.

### Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse
- Neglect

### Signs of Abuse in Children:

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

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Child Sexual Exploitation.

### ***Risk Indicators***

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

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead

person, manager, (or in the absence of all those individuals, an experienced colleague)

- May require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the pupils may:

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

The parent or carer may:

- · Persistently avoid pupils health promotion services and treatment of the pupils's episodic illnesses
- · Have unrealistic expectations of the pupils
- · Frequently complain about/to the pupils and may fail to provide attention or praise (high criticism/low warmth environment)
- · Be absent or misusing substances
- · Persistently refuse to allow access on home visits · Be involved in domestic abuse
- Staff should be aware of the potential risk to pupils when individuals, previously known or suspected to have abused pupils, move into the household.

### ***Recognising Physical Abuse***

- The following are often regarded as indicators of concern:
  - An explanation which is inconsistent with an injury
  - Several different explanations provided for an injury
  - Unexplained delay in seeking treatment
- · The parents/carers are uninterested or undisturbed by an accident or injury
- · Parents are absent without good reason when their child is presented for treatment
- · Repeated presentation of minor injuries (which may represent a "cry for help" and if ignored could lead to a more serious injury)
- · Family use of different doctors and A&E departments
- · Reluctance to give information or mention previous injuries

### **Bruising**

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

## Bite Marks

- Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older pupils.
- A medical opinion should be sought where there is any doubt over the origin of the bite.

## Burns and Scalds

- It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:
- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements · Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a pupils getting into hot water is his/her own accord will struggle to get out and cause splash marks)
  - Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation
- Scalds to the buttocks of a small pupils, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

## Fractures

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

- There are grounds for concern if:
    - The history provided is vague, non-existent or inconsistent with the fracture type
    - There are associated old fractures
- 
- - Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
    - There is an unexplained fracture in the first year of life
    - 
    -
  - **Scars**
  - A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

### **Recognising Emotional Abuse**

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

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

- Developmental delay
- Abnormal attachment between a pupils and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scape-goated within the family
- Frozen watchfulness, particularly in pre-school pupils
- Low self esteem and lack of confidence
- Withdrawn or seen as a “loner” - difficulty relating to others

### **Recognising Signs of Sexual Abuse**

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a pupils to talk about and full account should be taken of the cultural sensitivities of any individual pupils/family.

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

Some behavioural indicators associated with this form of abuse are:

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

Some physical indicators associated with this form of abuse

are:

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

### **Sexual Abuse by Pupils or young people**

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

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

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

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

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

### **Assessment**

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- **Equality** - consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- **Consent** - agreement including all the following:
  - Understanding that is proposed based on age, maturity, development level, functioning and experience
  - Knowledge of society’s standards for what is being proposed
  - Awareness of potential consequences and alternatives
  - Assumption that agreements or disagreements will be respected equally
  - Voluntary decision
  - Mental competence
- **Coercion** - the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc.  
Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

### **Recognising Neglect**

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

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care

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- A pupils seen to be listless, apathetic and irresponsive with no apparent medical cause
  - Failure of pupils to grow within normal expected pattern, with accompanying weight loss
  - Pupils thrives away from home environment
  - Pupils frequently absent from school
  - Pupils left with adults who are intoxicated or violent
  - Pupils abandoned or left alone for excessive periods

### ***Child Sexual Exploitation***

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying pupils or young people who may be victims of sexual exploitation.

Signs include:

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

- injuries from physical assault, physical restraint, sexual assault.

## Appendix D

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### Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

Type 1 Clitoridectomy - partial/total removal of clitoris

Type 2 Excision - partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl - social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make pupils birth easier

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK.

Circumstances and occurrences that may point to FGM happening

- Pupils talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Pupils's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the pupils's sibling has undergone FGM
- Pupils talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a pupils has undergone FGM:

- Prolonged absence from school and other activities

- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
  - Bladder or menstrual problems
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- Finding it difficult to sit still and looking uncomfortable
  - Complaining about pain between the legs
  - Mentioning something somebody did to them that they are not allowed to talk about
  - Secretive behaviour, including isolating themselves from the group
  - Reluctance to take part in physical activity
  - Repeated urinal tract infection
  - Disclosure

The 'One Chance' rules with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/ schools take action without delay.

Further reading and information for tower hamlets

<http://www.childrenandfamiliesrust.co.uk/the-lscb/>

























