



# Eggar's School

## Child Protection Policy

Including Allegations of  
Abuse Against Staff

CPLO/Refresher training	July 2022
First whole school training	May 2015
Refresher whole school training	Annually
Reviewer	Shaun Laycock
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### 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 school 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 school, 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 students of our school; 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 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 school.
- 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 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 school or in the community, whilst taking into account any contextual safeguarding.
- 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 school will work openly with parents as far as possible, the school reserves the right to contact children’s social care or the police, without notifying parents if this is in the child’s best interests.
- All adults working within the school should maintain professional curiosity if they are concerned about a child.

## Leadership and Management

We have established clear lines of accountability, training and advice to support the process of child protection and individual staff within that process.

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

The **DSL** is Shaun Laycock (Assistant Head Teacher) and the **deputy DSLs** are Shelley Kinteh (Deputy Head Teacher), Chris Legg (Assistant Head Teacher), Clare Daish (Assistant Head Teacher) and Lucy Tomkinson (Inclusion Manager). Furthermore, each Progress Leader is DSL trained. There is a nominated governor, Mrs Linda Campbell, who will receive reports of allegations against the Head Teacher and act on the behalf of the governing body.

As an employer, we follow safer recruitment guidance set out in KCSiE 2023.

## Training

All staff in our school are expected to be aware of the signs and symptoms of abuse and must be able to respond appropriately. Training is provided every year with separate training to all new staff on appointment. The DSL will attend a refresher every year, to enable them to fulfil their role.

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

Governor training is provided as required by KCSiE 2023.

## Referral

Following any concerns raised by staff, the DSL/DDSL 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/DDSL will contact children's social care and, if appropriate, the Police. If the DSL/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 'When to Contact the Police' document to aid our decision making.

Generally, the DSL/DDSL will inform the parents prior to making a referral however there are situations where this may not be possible or may put 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.

## 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 Practitioner' (DfE 2015 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 only be shared with individuals within the school 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 and encourage students to keep safe through:

- The content of the curriculum will be tailored to specific needs and vulnerabilities of individual children, including children 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' in the school.
- Children will be taught about how to keep themselves and others safe when on-line

### Dealing with concerns and 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 Head Teacher Sarah Holman. The Headteacher will make an assessment to determine if the matter is a 'low level concern' or an 'allegation'. The local authority designated officer (LADO) will be contacted, and the relevant guidance will be followed. If the Headteacher needs advice or guidance they will contact the LADO. If the allegation is against the Head Teacher, the person receiving the allegation will contact the LADO or nominated governor directly (Annexe 5).

### Dealing with children abusing children

If a concern is raised that a child under 18 is abusing another child under 18, within the school, the 'Child on Child Abuse' guidance will be followed.

### Annual review

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

### 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

Guidance

Hampshire Safeguarding Children Partnership protocols and guidance and their procedures

[Working Together to Safeguard Children \(2018\)](#)

[Keeping Children Safe in Education \(2022\)](#)

[FGM Act 2003 Mandatory Reporting Guidance \(2016\)](#)

## ROLES AND RESPONSIBILITIES WITHIN EGGAR'S SCHOOL

### 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 school whom they can approach if they are worried about or have concerns.
- Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- 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.
- Be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- Recognise that abuse, neglect or Adverse Childhood Experiences (ACEs) can have an impact on mental health, behaviour and education of children.
- Record their concerns if they are worried that a child is being abused and report these to the relevant person as soon as practical that day. If the DSL is unavailable, then they should report to the DDSL.
- Be prepared to directly report to social care and/or the Police, if appropriate, if there is a risk of significant harm and the DSL/DDSL are unavailable.
- 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/DDSL 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 this intervention.
- Liaise with other agencies that support students and provide help.
- Ensure they know who the DSL/DDSL 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), peer on peer abuse procedures, the safeguarding response for children who go missing from education and the role of the DSL.

### Senior Leadership team responsibilities:

- Contribute to inter-agency working in line with guidance (Working Together to Safe guard Children 2018).
- Provide a co-ordinated offer of early help when additional needs of children are identified
- Ensure staff are alert to the various factors that can increase the need for early help
- **All** staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. Indicators of abuse and neglect, and examples of safeguarding issues are described in paragraphs 18-40 of Keeping Children Safe in Education September 2023.
- Working with children’s social care, support their assessment and planning processes including the school’s attendance at conference and core group meetings.
- Carry out tasks delegated by the governing body such as training of staff; safer recruitment; maintaining a single central register.
- Provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the school.

- 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).
- Determine if a concern about a member of staff is a 'low level concern' or an allegation (paragraph 440 in KCSiE 2023).

### Governing body responsibilities

- The school has effective safeguarding policies & procedures including a Child Protection Policy a Staff Behaviour policy (Code of Conduct), a Behaviour Policy and a response to children who go missing in education.
- HSCB is informed annually 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 Head Teacher. Allegations against the headteacher are dealt with by the Chair of Governors.
- A member of the Senior Leadership team is designated as designated safeguarding lead (DSL) and have 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.
- They have identified a nominated governor for allegations against the Head Teacher.

### DSL responsibilities

In this school the DSL is Shaun Laycock

**The deputy DSL are** Shelley Kinteh, Clare Daish, Chris Legg, and Lucy Tomkinson. All Progress Leaders have also undertaken DSL training.

In addition to the role of staff and senior leadership team the DSL will

- Refer cases to social care and the police where appropriate, in a timely manner avoiding delay that could place the child at risk. Assist the governing body in fulfilling their responsibilities set out in legislation and statutory guidance.
- Attend initial training for the role and refresh this every year. By attending the initial refresher training and then demonstrating evidence of continuing professional development thereafter
- Ensure every member of staff knows who the DSL/DDSL is, is aware of the DSL/DDSL role and has their contact details.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the DSL/DDSL.
- Ensure that those staff who need to know, are aware of those children who have experienced, or are experiencing abuse in order to promote their educational outcomes and provide appropriate support.
- Ensure that whole school training occurs annually so that staff and volunteers can fulfil their responsibilities.
- Ensure any members of staff joining the school outside of this training schedule receive induction prior to commencement of their duties.
- Keep written records of child protection concerns securely and separately from the main student file and use these records to assess the likelihood of risk.
- Ensure that copies of safeguarding records are transferred accordingly (separate from student files) when a child transfers school, including in-year transfers.
- 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 is given to a meeting prior to moving if the case is complex or on-going.

- Link with the HSCB to make sure staff are aware of training opportunities and the latest local guidance on safeguarding.
- Develop, implement and review procedures in our school 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.



## EGGAR'S SCHOOL CHILD PROTECTION PROCEDURES

### Overview

The following procedures apply to all staff working in the school 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 harmed or at risk of harm.

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 very 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 students.

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

- Make an initial record of the information.
- Report it to the DSL/DDSL / Head Teacher immediately.
- The DSL/DDSL or Head Teacher will consider if there is a requirement for immediate medical intervention, however urgent medical attention should not be delayed if DSL/DDSL or Head Teacher are not immediately available (see point 8 below).
- 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 or / equivalent on electronic based records.

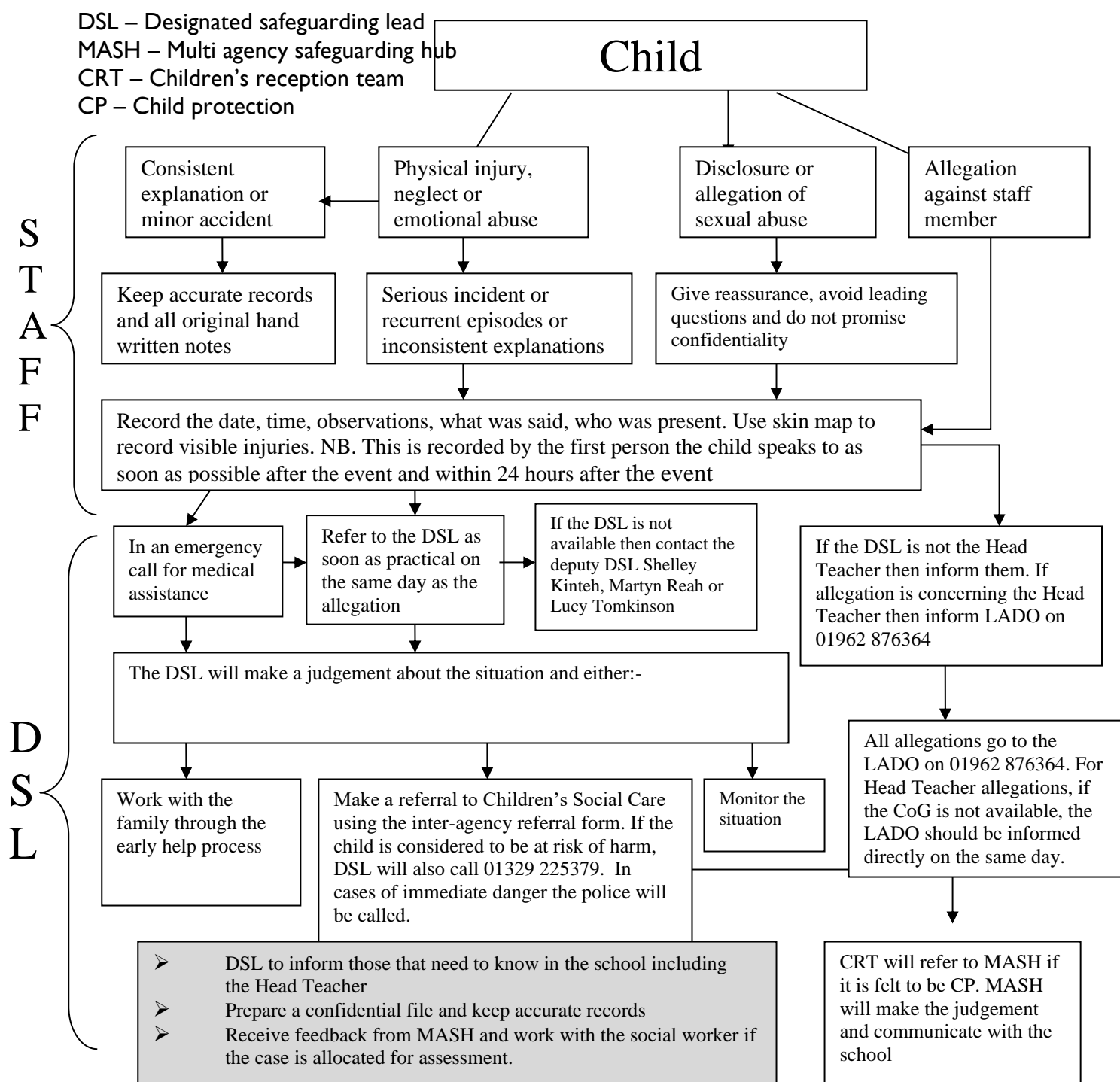
In the absence of the DSL/DDSL, be prepared to refer directly to Children's Social Care (and the police if appropriate) if there is the potential for immediate significant harm.

**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/DDSL.
- Normally the school should try to discuss any concerns about a child's welfare with the family and where possible 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/DDSL 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 when appropriate.

- If there are grounds to suspect a child is suffering, or is likely to suffer, significant harm the DSL/DDSL must contact Children's Social Care via the Inter-Agency Referral Form (IARF), making 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 a child is in immediate danger and urgent protective action is required, the police must be called. The DSL/DDSL must then notify Children's Social Care of the occurrence and what action has been taken.
- When a student needs *urgent* medical attention and there is suspicion of parental abuse causing the medical need, the DSL/DDSL should take the child to the accident and emergency unit at the nearest hospital and inform Children's Social Care. 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/DDSL will either actively monitor the situation or consider the Early Help process.
- In cases of allegations against staff or low level concerns, the HSCP procedure or the school Low Level Concerns (LLC) procedure will be followed.

## FLOWCHART OF CHILD PROTECTION PROCEDURES



**SAFEGUARDING CONCERN**

“All adults who come into contact with children and young people have a duty of care to safeguard and protect their welfare”.

Name of Member of Staff Registering Concern:	
Today's date:	

Name of Student:	
Tutor Group:	
Date of Disclosure/Concern:	

Please comment in BRIEF and FACTUAL language, the details of your concern:

Any other information:

PLEASE PASS THIS FORM IN A **SEALED ENVELOPE** TO  
Shaun Laycock (DSL)/Lucy Tomkinson (Deputy DSL)  
**WITHIN 24 HOURS**

For the use of the Designated Safeguarding Lead only:

Follow up interview with young person

Y	N
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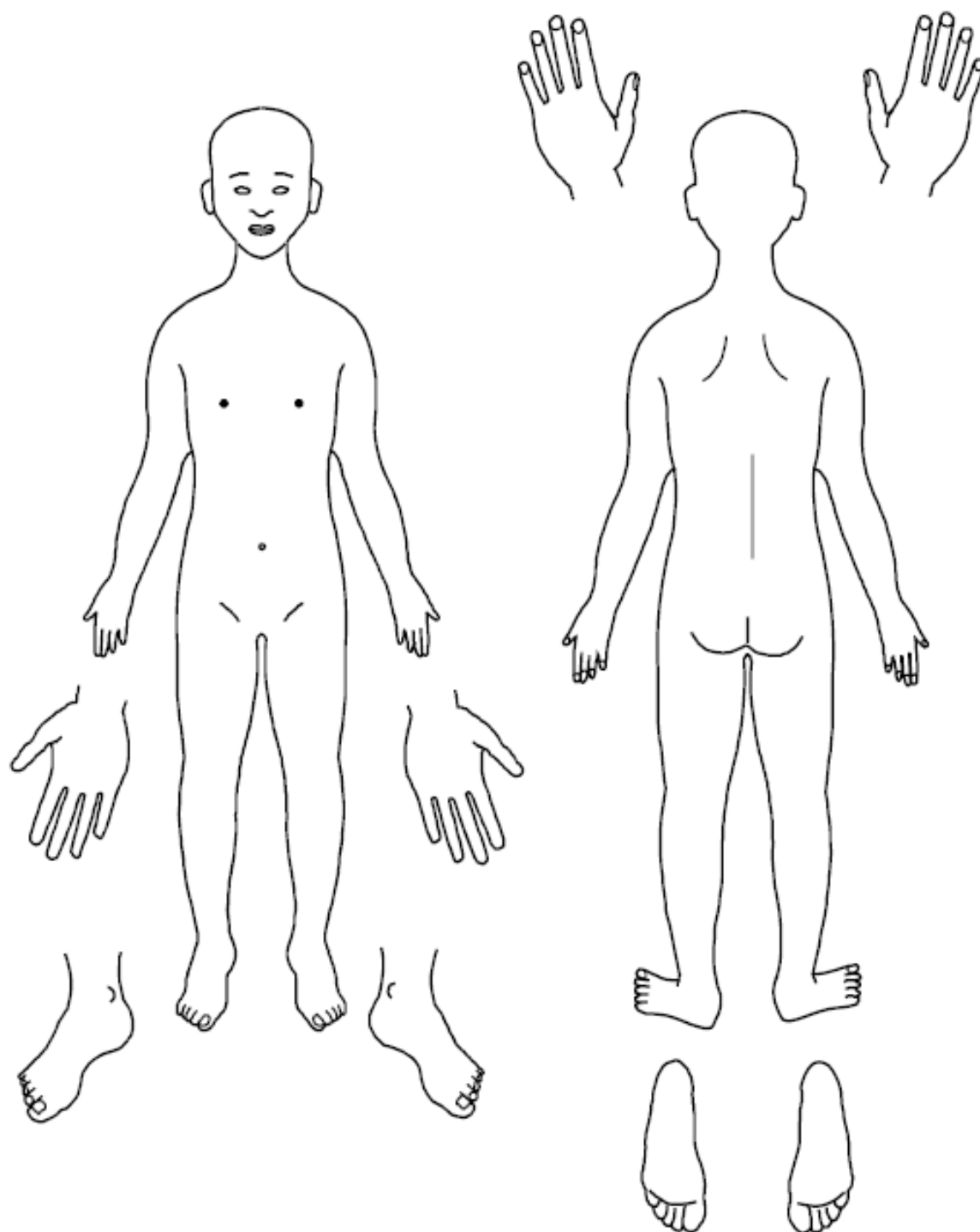
Date of interview: \_\_\_\_\_

Relevant background:
Additional information:
Action: Referral and / or assessment  Other action:

Information shared with:

S Laycock (DSL)		CAMHS	
Head Teacher		Police	
Deputy DSL		Tutor	
Progress Leader		Health (Doctor/ Hospital)	
Children's Services		Other	

SKIN MAPS



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

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

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



Any additional information:

## 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/DDSL are. 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 school premises at the time and have concerns about sending a child home.

**Guiding principles, the seven R's****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.
- Do not ask why something has happened.
- 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 in confidence.

**Report**

- Share concerns with the DSL/DDSL as soon as possible
- 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.
- 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.
- All staff should be aware that children may not feel or know how to tell someone that they are being abused, exploited or neglected and/or they may not recognise their experience as harmful.

### 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/DDSL what has happened following the report being made. If they do not receive this information, they should be proactive in seeking it out.

If a staff member believes that their concerns have not been dealt with effectively or that the child remains at risk, they should initially ask the DSL/DDSL to reconsider ensuring that the risks are understood. If this does not result in a satisfactory outcome, or the DSL/DDSL rationale appears to miss the risk to the child, then the member of staff can contact the Safeguarding Governor (Mrs Linda Campbell). If the DSL/DDSL is unhappy with the response from Children Social Care, they should consider following the HSCP escalation protocol.

Receiving a disclosure can be upsetting for the member of staff and schools should have a procedure for supporting 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.

## ALLEGATIONS AGAINST ADULTS WHO WORK WITH CHILDREN

Working Together to Safeguard Children (2018) states that organisations should have clear policies 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
- 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 students
- 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.

### Procedure for Allegations that meet the harm threshold

This procedure should be used in all cases in which it is alleged a member of staff or volunteer in a school has:

- **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 will be assessed against the likelihood and impact of transferable risk to children.

In dealing with allegations or concerns against an adult, staff must:

- Report any concerns about the conduct of any member of staff or volunteer to the Head Teacher or the DSL/DDSL as soon as possible.
- If an allegation is made against the Head Teacher, the concerns need to be raised with the Chair of Governors 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 Head teacher 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 Head Teacher or Chair of Governors they will contact the Local Authority Designated Officer 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 other than preliminary enquiries.
- 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 a disclosure to the school where there is the likelihood of transferable risk to children and there is a pressing need.

If the matter is investigated internally, the LADO will advise the school to seek guidance from their personnel/HR provider in following procedures set out in chapter 4 of 'Keeping Children Safe in Education' (2022) and the HSCB procedures.

<https://www.hampshirescp.org.uk/professionals/allegations-against-people-in-a-position-of-trust/>

### Supply Staff

While supply staff are not employees 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 an 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/DDSL. LLCs will be managed independently by the school or college under internal procedures.

Examples of LLCs include, but is 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/DDSL
- 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/DDSL, 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.**

## SEXUAL VIOLENCE AND SEXUAL HARASSMENT BETWEEN CHILDREN IN SCHOOLS AND COLLEGES

### Child on Child abuse (KCSiE 2023 chapter 5 annex c)

#### 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 are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in likelihood, 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, adult students and school and college staff are supported and protected as appropriate.

#### Policy

At Eggar’s 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 other students.

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.

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 by:

#### Prevention

- Taking a whole school approach to safeguarding and child protection
- Provide staff training
- Providing a clear set of values and standards, underpinned by Eggar’s behaviour policy and our other support systems along with the 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 well 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/DDSL 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/DDSL 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 discipline 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 students.

### Action: The DSL/DDSL 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 involved.
- Developmental stages of the children.
- Any power imbalance between the children.
- Any previous incidents.
- Ongoing risks.
- Other related issues or wider context.

### Options: The DSL/DDSL will manage the report with the following options:

- Manage internally.
- 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 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.
- The DSL will consider how best to keep the victim and perpetrator a reasonable distance apart on school premises and on 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 students or 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 would be to continue keeping the victim and perpetrator in separate classes and continue to consider 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 & adults) will receive appropriate support and safeguards on a case-by-case basis.
- The school will take any disciplinary action against the alleged perpetrator in line with behaviour and discipline in schools.
- 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 around sexual abuse and harassment, physical assaults and initiation violence and rituals from students to students 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)

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 students in the class may be forced or coerced into sexual activity. Early indication is that female students 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	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		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		Children & Family Assessment to be completed by CAST
		Victims parents informed, and child's views gained. Child offered keep safe work.	DSL		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		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		No additional concerns raised. ACTION - Review



					plan again in one week's time
		Keep safe work to be completed. Combination of whole class and targeted work to be carried out	ELSA		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		
	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		
	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		

## ONLINE SAFETY

As a school 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 students, students, and colleagues in their use of technology and establishes the following mechanisms to identify, intervene in, and escalate any concerns where appropriate.

- Staff training.
- Student awareness via assemblies, CEOP training and through our PPD curriculum.

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 students, 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.

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.

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 \(www.gov.uk\)](https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges)

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.

## WHISTLEBLOWING

### 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 Eggar's school, the Head Teacher Sarah Holman 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 headteacher aware.

If your concern is about the headteacher, you should raise this with the Chair of Governors by email.

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 headteacher and no action has been taken, or the member of staff you have concerns about is the headteacher, 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)

## CHILD ABUSE/CONFIDENTIALITY

If a child makes a disclosure concerning child abuse either physical or sexual, it should be reported immediately to Mr Shaun Laycock, Ms Lucy Tomkinson, Mrs Cathy Vickers, Mrs Shelley Kinteh, Mr Chris Legg or Mrs Clare Daish who are DSL/DDSLs. Please read the Child Protection Information as attached **At no time should a student be given the undertaking that the disclosure can be kept secret.** They must be informed that for their own safety it has to be passed on to a senior member of staff so that the correct procedures, as laid down by Hampshire, can be followed. It is most unwise for a member of staff to agree to keep a confidence **on any issue.** Please see Child Protection Policy located in the Staff Handbook, on the Common Drive.

## CHILD PROTECTION INFORMATION

<p><b>People working in schools are uniquely placed to notice signs and symptoms of abuse, and to support children subject to abuse and living in abusive situations.</b></p> <p>You might become involved because:</p> <ul style="list-style-type: none"><li>➤ You may see an injury that cannot be explained</li><li>➤ A child may want to tell you about what is happening to him or her</li><li>➤ Another person may well express concern for a child's well being</li><li>➤ You may have noticed significant changes in the way a child performs at school</li></ul>	<p>What to do:</p> <ul style="list-style-type: none"><li>➤ Listen - non-judgementally</li><li>➤ Ask open questions to clarify but not to investigate</li><li>➤ Do not promise confidentially explain you may need to talk to someone else</li><li>➤ Inform the designated teacher</li><li>➤ immediately</li><li>➤ Record what the child has said using the child's words</li><li>➤ Note the context, time and date on your record and sign it</li><li>➤ Avoid judgements and opinions</li><li>➤ Ask for advice about what to do next</li><li>➤ Maintain contact with the child for reassurance</li><li>➤ Be professional - do not discuss the matter openly</li><li>➤ Date and sign your statement</li></ul>					
<p><b>Eggar's School's designated safeguarding leads are</b> <b>Shaun Laycock,</b> <b>Shelley Kinteh, Lucy Tomkinson, Clare Daish, Chris Legg and Cathy Vickers and all</b> <b>Progress leaders are deputy DSLs</b></p>						
						

## **CHILD PROTECTION DECLARATION**

### **Child Protection Declaration for volunteers, supply staff, student teachers or contractors working on the school site**

I understand that Eggar's School is entirely committed to safeguarding and promoting the welfare of children and young people and expects all those working and volunteering on the school site to share this commitment.

I have been made aware of the key principles of the school's Child Protection policy, including, the procedure for reporting concerns, the requirement for pre-employment checks to be undertaken as appropriate, and the boundaries and behaviours that are acceptable and appropriate within the school context, and those which are not. I have been provided with a copy of the school's Code of Conduct and have read Keeping Children Safe in Education (2022): information for all school and college staff.

I understand that adults are in a position of trust when working with young people and that appropriate boundaries must be maintained at all times. This means that language, demeanour and content of conversations, whether in person/face-to-face or via electronic must all be professional and relevant.

*Signed:*

*Name:*

*Date:*

## SUMMARY CHILD PROTECTION GUIDANCE

Recently there is a great deal of activity nationally and locally in relation to ensuring effective child protection. The following is a summary of various protocols for staff, governors and volunteers who come into contact with students in any area of the school. Please take a moment to familiarise yourself with appropriate policies and procedures below. Relevant policies are available to view on our website.

**Do:**

- read and follow the school's Child Protection policy;
- report to the Child Protection Officer any concerns about a student's welfare/safety;
- report any concerns about the conduct of other school staff/volunteers/contractors;
- record in writing all relevant incidents (forms in staffroom);
- work in an open and transparent way;
- Discuss and report any concerns that might lead to questions being raised about your conduct towards a student;
- only interview a student with doors open to protect both the student and yourself;
- report any incidents that suggest a student may be taking an abnormal interest in you;
- only use e-mail contact with students via the school's system;
- avoid unnecessary physical contact with students;
- ensure you understand the rules concerning physical restraint (see policy);
- where physical contact is essential for educational or safety reasons, gain their permission for that contact wherever possible;
- use humour to defuse difficult situations;
- ensure that areas of the curriculum that may involve sexually explicit information are taught in accordance with school policies;
- be careful about recording images of students and only when it is an approved educational activity;
- contact your professional association or trade union if you are the subject of concerns or allegations of a child protection nature.

**Do not:**

- take any action that would lead a reasonable person to question your motivation and/or intentions;
- misuse in any way your position of power and influence over students;
- require a child to stay/work in an closed office or classroom without other students or supervision;
- use any confidential information about a student to intimidate, humiliate or embarrass a student;
- engage in activities out of school that might compromise your position within school;
- establish or seek to establish social contact with students outside of school;
- accept regular gifts from students;
- give personal gifts to students;
- communicate with students in inappropriate ways, including personal e-mails and mobile telephones;
- pass your home address, phone numbers, e-mail address or other personal details to students;
- make physical contact secretive;
- arrange to meet with students in closed rooms;
- confer special attention on one student unless this is part of an agreed school plan or policy;
- transport students in your own vehicle unless otherwise agreed by a member of the Senior Leadership Team;
- take, publish or share images of students without their parents' permission;
- access child pornography or other inappropriate material;

- abuse your position of trust with students.



## 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 being sexually exploited, through honour-based violence, forced marriage or female genital mutilation. To support the local context, all staff have access to the Hampshire Safeguarding Children Partnership (HSCP) 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 HSCP neglect strategy is used to provide a more detailed summary of neglect and the local thresholds for referrals.

## 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 school 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* DfE 2015) 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 school staff have should at least be discussed with the designated person/child protection co-ordinator.

#### 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.

#### 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 school 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 behavior 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 school 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 school, 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 school.

### 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 school, 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’s 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 school, faith settings, clubs or activities. Children can also be subject to child sexual exploitation.

### 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 too.

## 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 school 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 school, 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.

## EGGAR'S USEFUL CONTACTS

Key Personnel	Name (s)	Telephone No.
DSL	Shaun Laycock	01420 541194
Deputy DSL(s)	Shelley Kinteh Clare Daish Chris Legg Lucy Tomkinson Cathy Vickers All Progress Leaders	01420 541194
Nominated governor Chair of governors	Mrs Linda Campbell	Contact via school (01420 541194)
Children's referral team		01329 225379
Out of hours social care		0300 555 1373
Police	NSPCC guidance	101 or in emergencies 999
Safeguarding advisors / local authority designated officers (LADOs)	Barbara Piddington Fiona Armfield Shona McMinn	HCC Safeguarding Unit 01962 876364 <a href="mailto:Child.Protection@hants.gov.uk">Child.Protection@hants.gov.uk</a>