

# Safeguarding & Child Protection Policy

## Navigation Primary



**Working together, learning together**

**Approved by:**

Governing body

**Date:** October 2018

**To be reviewed :**

Autumn 2019

## Contents

Foreword and Introduction	2
Key information	3
Creating a Safeguarding Culture	4
Staff Learning and Development	6
Safer Recruitment	7
Managing allegations against professionals who work with children	8
Glossary	10
Appendix 1	14
Appendix 2	15
Appendix 3	16
Appendix 4	21
Appendix 5	21
Appendix 6	21
Appendix 7	22

## Foreword by Headteacher

Navigation Primary School aims to create and maintain a safe learning environment where all children and adults feel safe, secure and valued and know they will be listened to and taken seriously. The Continuum of Needs and Response and the Early Help Assessment is embedded into everyday practice and procedures when responding to children's need. The children have access to appropriate curriculum opportunities, including emotional health and well-being, to support the development of the skills needed to help them stay safe and healthy, to develop their self-esteem and understand the responsibilities of adult life. Access to cross-curricular activities will provide opportunities to develop healthy lifestyle, self-esteem, self-motivation and to help pupils respect the rights of others, particularly those groups who may be considered a minority. Everyone who comes into contact with children and their families has a role to play in safeguarding children. We recognise the staff members at our school play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. **All staff members are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.** When concerned about the welfare of a child, staff members must always act in the **best interests** of the child.

At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2018) and local procedures.

## Purpose and principles

The purpose of this document is to ensure that all stakeholders are aware of the arrangements that Navigation Primary School has in place for safeguarding and promoting the welfare of its pupils. It provides guidance to help staff who may have concerns about the safety or welfare of a child, and sets out the school's position in relation to the safeguarding process.

This policy:

- has been written in line with the Department for Education (DfE) statutory guidance – Keeping Children Safe in Education, September 2018, and any other relevant UK legislation and government guidance.
- applies at all times when the school is providing services or activities directly under the management of the Navigation Primary School staff.
- is publically available on the school's website.

This policy is consistent with all other policies adopted by the Governors and should in particular be read in conjunction with the following policies relevant to the safety and welfare of children:

- Anti-Bullying Policy
- Behaviour Management Policy
- Staff Code of Conduct
- IT/Online Safety Policy
- Whistleblowing Policy
- Children Missing from Education Policy

## Key information

Below is a table of people with specific lead responsibilities around safeguarding.

Jessica Boothroyd	Chair of Governing Body Contact Telephone:0161 912 5937 Contact Email:chairofgovernors@navigationprimary.com
Jessica Boothroyd	Nominated Governor for Safeguarding Contact Telephone:0161 912 5937 Contact Email: chairofgovernors@navigationprimary.com
Catherine Bell	Deputy nominated Governor for Safeguarding Contact Telephone: Contact Telephone:0161 912 5937 Contact Email: CatherineBell@navigationprimary.com
Joanne Patterson	Headteacher Contact Telephone: 0161 912 5937 Contact Email: head@navigationprimary.com
Joanne Patterson	Designated Safeguarding Lead Contact Telephone: 0161 912 5937 Contact Email: head@navigationprimary.com
Mark Harrison	Deputy Designated Safeguarding Lead Contact Telephone: 0161 912 5937 Contact Email: admin@navigationprimary.com

All adults working in this School (including visiting staff, volunteers and students on placement) are required to report instances of actual or suspected child abuse or neglect to the Designated Safeguarding Lead who is a member of the school's leadership team.

The Designated Safeguarding Lead is also the first point of contact for external agencies that are pursuing child protection investigations and co-ordinates the school's representation at Child Protection Conferences and any other relevant meetings (including the submission of written reports for conferences). When an individual concern/incident is brought to the notice of the Designated Safeguarding Lead, they will be responsible for deciding upon whether or not this should be reported to other agencies as a safeguarding issue.

Arrangements are in place to ensure that at least one of the DSL trained persons in school is available when children are taking part in school led activity, this includes before and after school clubs and other extra-curricular activities. This can be onsite or via telephone.

If a child is in immediate danger or is at risk of harm, a referral will be made to Trafford Council's Multi-Agency Referral & Assessment Team/MARAT (children's social care) and/or the police immediately. Anyone can make a referral. Contact details for MARAT can be found in Appendix 4.

All verbal conversations that take place regarding safeguarding concerns will promptly be recorded in writing.

## Creating a Safeguarding Culture

It is important to all staff members at Navigation Primary School that all children feel safe and supported in school.

Safeguarding is our priority across all aspects of our work and our policy underpins the rigorous practice that takes place in the school to best protect our students.

All staff members are aware of the categories of abuse, which are:



The definitions of which can be found in the glossary, and signs and symptoms of the four categories of abuse can be found in Appendix 3. Staff members are also made aware of other key safeguarding topics that, these are:

Bullying & Cyberbullying	Child Sexual Exploitation	Children with SEN and/or disabilities	Contextual Safeguarding
Criminal Exploitation <i>'County Lines'</i>	Domestic Abuse	Early Help	Female Genital Mutilation
Gangs & Youth Violence	Hate	Peer on Peer Abuse	Preventing Radicalisation & Extremism
Private Fostering	Relationship Abuse	Sexting	Trafficking

The definitions of the above can be found in the glossary. Information and learning relating to the above topics is shared in school but staff are also encouraged to undertake their own learning. More information in relation to staff training etc. can be found in the 'Staff learning and development' section of this policy.

Additional to the above, Navigation Primary School recognises the significant impact domestic abuse can have on children and young people therefore we have signed up to Operation Encompass.

Operation Encompass is a system which facilitates the sharing of information relating to domestic incidents where children live or frequent. The process for sharing information through Operation Encompass can be found in Appendix 1.

Child Sexual Exploitation (CSE) is also a key safeguarding topic, which all staff members are aware of and report their concerns regarding CSE via the schools normal reporting channels. The definition of child

sexual exploitation can be found in the glossary. Signs and symptoms of child sexual exploitation can be found in Appendix 5.

Staff members are directed to the NSPCC's website for guidance on signs and symptoms of Female Genital Mutilation (FGM) - <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/female-genital-mutilation-fgm/signs-symptoms-and-effects/>. The school recognises and adheres to its mandatory duty to report any suspected or known cases of FGM about a female under 18 years old to the police.

If a member of staff becomes aware of a private fostering arrangement they will notify the DSL or their deputy as soon as possible, the DSL will then fulfil their mandatory reporting duty to all instances of Private Fostering to the local authority. Private Fostering is defined in the glossary.

All cases of known or suspected 'honour-based' violence will be reported via the school's normal channels and the appropriate professional advice sought and external referrals completed.

Incidents of peer-on-peer abuse may need to be dealt with in various ways; incidents of bullying will be dealt with via the schools Anti-bullying Policy and Behaviour Policy. Incidents which take place outside of school may need to be addressed in school however the school are clear that where professional advice needs to be sought, it will be. The school's DSL will consult MARAT on matters relating to the safety and welfare of a child and will consult the police in respect of matters relating to a possible crime.

The school adopts the UK Council for Child Internet Safety guidance 'Sexting in schools and colleges: Responding to incidents and safeguarding young people' in respect of our response to sexting. This guidance clearly sets out how to handle incidents, should they occur and what preventative steps can be taken to educate young people. This guidance can be found in Appendix 6.

All staff members are expected to refer to HM Government guidance 'What to do if you're worried a child is being abused – Advice for practitioners' for further help in identifying signs and symptoms of child abuse and neglect. This guidance can be found in Appendix 3.

Robust systems have been established in school for dealing with safeguarding concerns. All allegations of abuse and neglect, whether suspected or known, will be treated seriously confidentially. All staff, volunteers and visitors have a responsibility to report any concerns about the welfare and safety of a child, immediately, and all such concerns must be taken seriously. If a concern arises all staff, volunteers and visitors must:

1. Speak to the Designated Safeguarding Lead or the person who acts in their absence immediately.
2. Agree with this person what action should be taken, by whom and when it will be reviewed.
3. Record the concern using the school's safeguarding recording systems, making sure this is signed and dated.
4. All concerns about a child or young person should be reported **without delay** and recorded in writing using the school's agreed template available in the staff room.

All information is handled in line with the school's Confidentiality and Data Protection Policies which were written in line with HM Government guidance – Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers, July 2018.

Throughout school, safeguarding is taught as part of our curriculum. We appreciate that whilst adults in school are working hard to keep children safe, they too can play a large part in keeping themselves and their peers safe from abuse and neglect.

An age-appropriate curriculum is rolled out in school to build capacity amongst our students in their understanding of particular issues and what actions they can take to be safe.

All children have access to an appropriate curriculum, differentiated to meet their needs. This enables them to learn to develop the necessary skills to build self-esteem, respect others, defend those in need, resolve conflict without resorting to violence, question and challenge and to make informed choices in later life. Children and young people are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote respect and empathy for others. There is access to information and materials from diverse sources which promote social, spiritual, moral well-being and physical and mental health. Skills for Life lessons will provide opportunities for children and young people to discuss and debate a range of subjects including lifestyles, forced marriage, family patterns, religious beliefs and practices and human rights issues.

All pupils will know that there are adults in the school whom they can approach in confidence if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect. The school has clear systems in place for children to share any concerns or worries they may have via means other than telling an adult, for example bubble time, bullying box, peer support.

Instances of children who are missing from education are dealt with under the school's Children Missing From Education Policy, which sets out the school's approach to tackling this issue and the steps school will take when a child has poor attendance and/or are regularly missing.

To assist with the above and other incidents, parents should ensure that the school has at least two up to date emergency contacts for their child/children. This is to ensure school have other means of contacting a key adult.

Navigation Primary School takes an active stance on meeting the duties placed upon them by the Counter Terrorism and Security Act 2015 (The Prevent Duty), and we have created a culture which embraces the fundamental 'British values'. To ensure compliance with the Prevent Duty, the school:

- ensures staff members are able to identify children who may be vulnerable to radicalisation and know what to do when they are identified;
- builds resilience and capacity in the students by promoting the fundamental British Values and enabling them to voice and challenge views in a safe space.

Navigation Primary School understands that children with special educational needs and disabilities can face additional safeguarding challenges and staff members are reminded to constantly challenge their own thought process in scenarios like this. This is to ensure that additional difficulties aren't straight away related to the special educational need or disability, and that staff are considering the risk of abuse or neglect just as much.

### Staff learning and development

Learning about safeguarding is given a high priority at Navigation Primary School. Expertise is extended effectively and internal capacity is built up. Managers ensure that staff members regularly undertake a comprehensive range of learning to promote safe practice in classrooms, around the school and off site.

All new staff members to the school have a comprehensive induction, this includes reading and understanding:

- Information sharing: advice for practitioners who are providing safeguarding services
- Part one and Annex A of 'Keeping children safe in education 2018'
- School Behaviour Policy
- School Policy for Children Missing from Education
- Staff Code of Conduct
- This Safeguarding & Child Protection Policy

- 'What to do if you're worried a child is being abused' guidance

Designated staff members are trained in specialist areas of work, such as:

- Designated Safeguarding Lead
- Mental Health Champion
- Designated Teacher for Looked After Children

A variety of learning materials on safeguarding are made available in school to ensure staff continually develop their understanding and practice around safeguarding, these may include:

- Leaflets
- Mentoring
- Online learning
- Posters in the staff room detailing referral processes and key topics
- Shadowing
- Staff handbook
- Staff induction pack
- Standing agenda item staff meetings
- Training
- Video
- Workbooks
- NSPCC (monthly) and Andrew Hall (weekly) email updates for staff and governors

All learning and training is documented as part of the safeguarding training file which also helps the school leadership map learning needs across the staff team for further development. A checklist is used as part of the induction process, and thereafter in the performance management process to ensure all compulsory learning has taken place. A blank copy of this form can be found in Appendix 7.

Safeguarding is always re-visited at least on an annual basis in staff performance management sessions, to ensure they are as confident and competent in carrying out their safeguarding responsibilities as they possibly can be.

Relevant training events are offered out to all volunteers working in school and the governing body, to ensure they too have the opportunity to understand the processes and practices as they apply in the school.

Navigation Primary School has a strong working partnership with Trafford Strategic Safeguarding Board, which assists the school leadership team in making sure that all of our learning and development activity is in line with statutory guidance, and other local guidance.

As and when required, other external agencies may be consulted to assist with staff learning and development.

### Safer Recruitment

Senior managers and the governing body ensure that stringent recruitment and vetting procedures are in place for staff and other adults and that nobody commences work unless all necessary checks are complete to a satisfactory level. The same rigour is applied when appointing volunteers

Checks undertaken include:

- Enhanced Criminal Records Bureau Check
- Two professional references
- Identity confirmation
- Qualification check
- Staff suitability declaration (if appropriate)
- Establish confirmation of physical and mental fitness for the role
- Barred List Check (if working regulated activity)
- Overseas police checks (if appropriate)
- Confirmation of right to work in the UK
- Confirmation of professional registration (if appropriate)
- Prohibition from teaching check (only if employed as a teacher)

A member of the senior leadership team will take responsibility for ensuring that all relevant checks are carried out and documented on the schools single central record. Supporting evidence for recruitment checks is included in the staff member's personnel file.

Many of our senior leaders and governors have completed safer recruitment training. At least one member of every interview panel for a position working in the school (paid or unpaid) will be trained in safer recruitment.

Where children are involved in the recruitment process e.g. to conduct an interview, they are briefed for this role and for the need of confidentiality.

All contracts with supply agencies are specific about what checks need to be complete before any individual commences work at the school, and that they will be expected to present identification upon arrival.

More information can be found in Appendix 2 relating to when a barred list check would be carried out.

References will always be sought before confirming a person's appointment, these will be written and about previous employment, this will check that information is not contradictory or incomplete. At least one reference will be from the candidate's current employer. When a candidate is not currently employed, verification of their most recent period of employment and reasons for leaving should be obtained from the organisation where they were employed.

### Managing allegations against professionals who work with children

An allegation is any information which indicated that a member of staff (paid or voluntary) may have:

- behaved in a way that has or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in such a way that indicates they would pose a risk of harm if they worked regularly or closely with a child.

This applies to any child the member of staff has contact with in their personal or professional life.

All staff members are reminded of the schools Whistleblowing Policy, which may be found on the school's shared drive in polices.

Safeguarding or child protection allegations about members of staff must be reported immediately to the headteacher, or in their absence the deputy headteacher.

Allegations concerning the headteacher should be referred to the Chair of Governors, using the contacts details set out in the key information section of this policy.

These concerns will be discussed with the Local Authority Designated Officer (LADO) immediately. Contact details for the LADO for Trafford can be found in Appendix 4.

Initial discussions with the LADO will consider the nature of the allegation and the course of action.

## Glossary

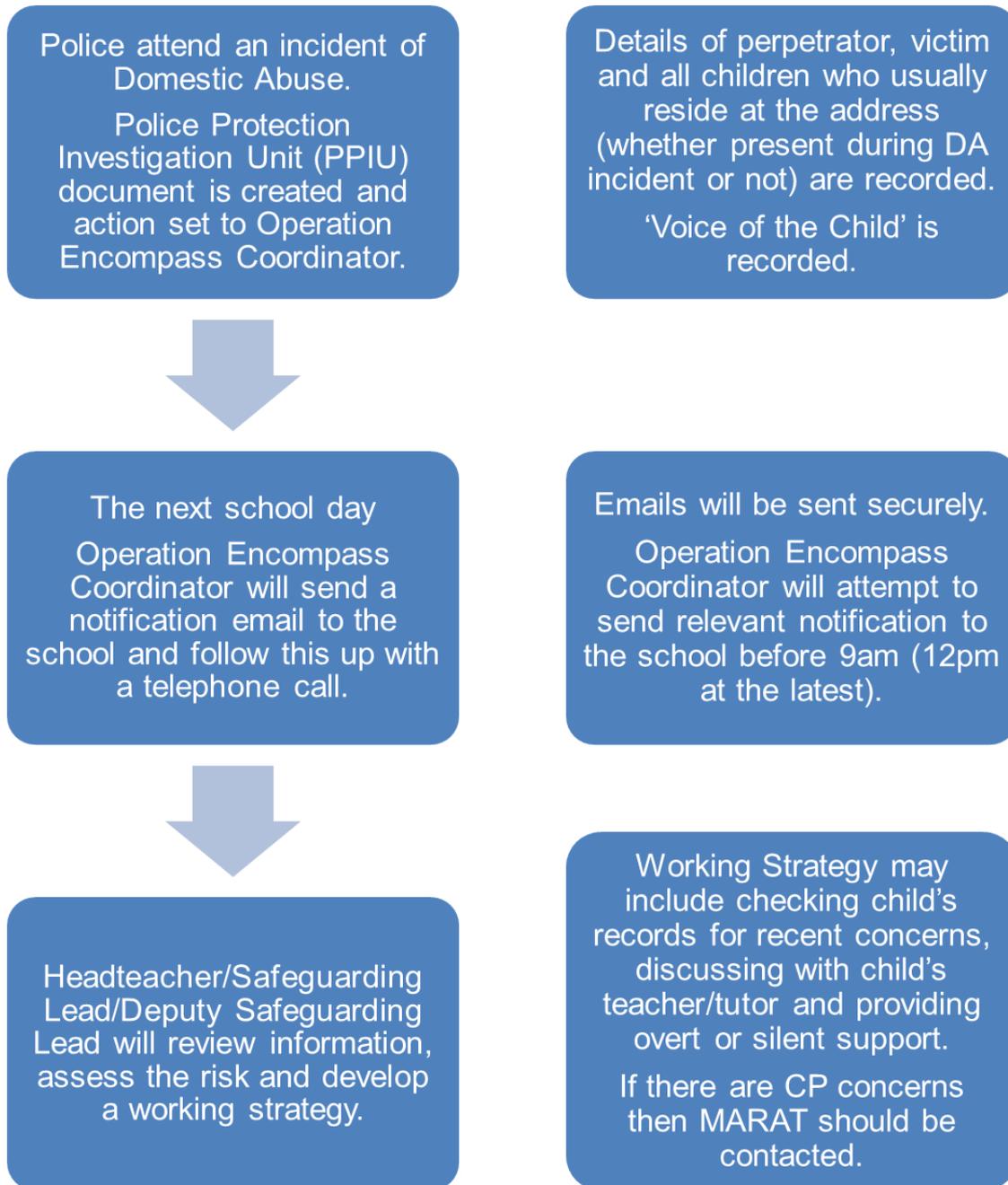
A Child	A person who has not yet reached their 18 <sup>th</sup> birthday.
Abuse	A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those who know them or, more rarely by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.
Bullying & Cyberbullying	Behaviour that is: <ul style="list-style-type: none"> <li>• repeated</li> <li>• intended to hurt someone either physically or emotionally</li> <li>• often aimed at certain groups, for example because of race, religion, gender or sexual orientation</li> </ul>
Child Protection	Activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.
Child sexual exploitation	Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.
Children with Special Educational Needs and/or disabilities	SEN - a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Disability - a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.
Contextual Safeguarding	Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse.
Criminal Exploitation	Involves young people under the age of 18 in exploitative situations, relationships or contexts, where they may be manipulated or coerced into committing crime on behalf of an individual or gang in return for gifts, these may include: friendship or peer acceptance, but also cigarettes, drugs, alcohol or even food and accommodation.
Domestic Abuse	any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: <ul style="list-style-type: none"> <li>• psychological</li> <li>• physical</li> <li>• sexual</li> <li>• financial</li> <li>• emotional</li> </ul>
Early Help	Intervening early and as soon as possible to tackle problems emerging for children, young people and families with a population most at risk of developing problems.

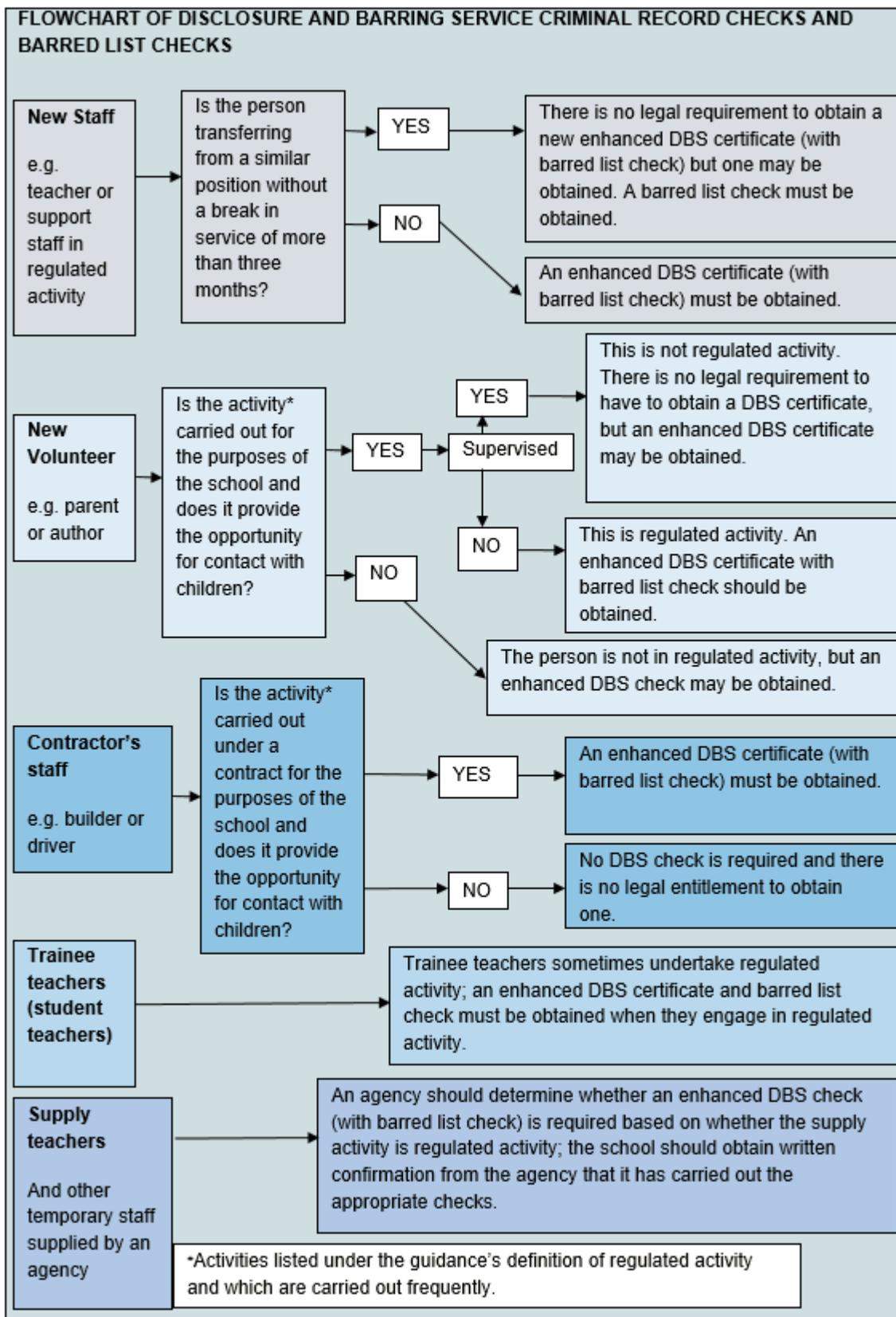
	Effective intervention may occur at any point in a child or young person's life.
Emotional Abuse	<p>The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.</p> <p>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 cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.</p>
Female Genital Mutilation (FGM)	Female genital mutilation (FGM) is a procedure where the female genitals are deliberately cut, injured or changed, but where there's no medical reason for this to be done.
Gangs & Youth Violence	<p>Defining a gang is difficult, They tend to fall into three categories; peer groups, street gangs and organised crime groups. It can be common for groups of children and young people to gather together in public places to socialise, and although some peer group gatherings can lead to increased antisocial behaviour and low level youth offending, these activities should not be confused with the serious violence of a Street Gang.</p> <p>A Street Gang can be described as a relatively durable, predominantly street-based group of children who see themselves (and are seen by others) as a discernible group for whom crime and violence is integral to the group's identity.</p> <p>An organised criminal group is a group of individuals normally led by adults for whom involvement in crime is for personal gain (financial or otherwise).</p>
Hate	<p>Hostility or prejudice based on one of the following things:</p> <ul style="list-style-type: none"> <li>• disability</li> <li>• race</li> <li>• religion</li> <li>• transgender identity</li> <li>• sexual orientation.</li> </ul>
Honour-based violence	Honour based violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community.
Neglect	<p>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:</p> <ul style="list-style-type: none"> <li>• Protect a child from physical and emotional harm or danger.</li> <li>• Ensure adequate supervision (including the use of inadequate care-givers).</li> <li>• Ensure access to appropriate medical care or treatment.</li> </ul>

	<ul style="list-style-type: none"> <li>• It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.</li> </ul>
Peer on Peer Abuse	Peer on peer abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in peer on peer abuse is under the age of 18.
Physical Abuse	A form of abuse which 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.
Private Fostering	A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.)
Radicalisation & Extremism	<p>Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.</p> <p>Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.</p>
Relationship Abuse	Teen relationship abuse consists of the same patterns of coercive and controlling behaviour as domestic abuse. These patterns might include some or all of the following: sexual abuse, physical abuse, financial abuse, emotional abuse and psychological abuse.
Safeguarding and promoting the welfare of children	<ul style="list-style-type: none"> <li>• protecting children from maltreatment;</li> <li>• preventing impairment of children's health or development;</li> <li>• ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and</li> <li>• taking action to enable all children to have the best outcomes.</li> </ul>
Sexting	<p>Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages.</p> <p>They can be sent using mobiles, tablets, smartphones, and laptops - any device that allows you to share media and messages.</p>
Sexual Abuse	<p>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.</p> <p>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</p>

Trafficking	Trafficking in persons shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control of another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or removal of organs.
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## Operation Encompass Process





Taken from DfE statutory guidance Keeping children safe in education, September 2018

**Abuse:** a form 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 others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

**Categories of Abuse:**

1. Physical Abuse
2. Emotional Abuse (including Domestic Abuse)
3. Sexual Abuse
4. Neglect

**Signs of Abuse in Children:**

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

1. Significant change in behaviour
2. Extreme anger or sadness
3. Aggressive and attention-seeking behaviour
4. Suspicious bruises with unsatisfactory explanations
5. Lack of self-esteem
6. Self-injury
7. Depression
8. Age inappropriate sexual behaviour
9. Child Sexual Exploitation.

**Risk Indicators**

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

1. Must be regarded as indicators of the possibility of significant harm
2. 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)
3. 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 child may:

1. Appear frightened of the parent/s
2. 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:

1. Persistently avoid child health promotion services and treatment of the child’s episodic illnesses
2. Have unrealistic expectations of the child
3. Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
4. Be absent or misusing substances
5. Persistently refuse to allow access on home visits
6. Be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

### **Recognising Physical Abuse**

The following are often regarded as indicators of concern:

1. An explanation which is inconsistent with an injury
2. Several different explanations provided for an injury
3. Unexplained delay in seeking treatment
4. The parents/carers are uninterested or undisturbed by an accident or injury
5. Parents are absent without good reason when their child is presented for treatment
6. Repeated presentation of minor injuries (which may represent a “cry for help” and if ignored could lead to a more serious injury)
7. Family use of different doctors and A&E departments
8. Reluctance to give information or mention previous injuries

### **Bruising**

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

1. Any bruising to a pre-crawling or pre-walking baby
2. Bruising in or around the mouth, particularly in small babies which may indicate force feeding
3. Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
4. Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
5. Variation in colour possibly indicating injuries caused at different times
6. The outline of an object used e.g. belt marks, hand prints or a hair brush
7. Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
8. Bruising around the face
9. Grasp marks on small children
10. 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 child.

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.:

1. Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
2. Linear burns from hot metal rods or electrical fire elements
3. Burns of uniform depth over a large area
4. Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
5. Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

## **Fractures**

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

There are grounds for concern if:

1. The history provided is vague, non-existent or inconsistent with the fracture type.
2. There are associated old fractures.
3. Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement.
4. 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:

1. Developmental delay
2. Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
3. Indiscriminate attachment or failure to attach
4. Aggressive behaviour towards others
5. Scape-goated within the family
6. Frozen watchfulness, particularly in pre-school children
7. Low self- esteem and lack of confidence
8. 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 child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child 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:

1. Inappropriate sexualised conduct
2. Sexually explicit behaviour, play or conversation, inappropriate to the child's age
3. Continual and inappropriate or excessive masturbation
4. Self-harm (including eating disorder), self- mutilation and suicide attempts
5. Involvement in prostitution or indiscriminate choice of sexual partners
6. 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:

1. Pain or itching of genital area
2. Blood on underclothes
3. Pregnancy in a younger girl where the identity of the father is not disclosed

4. 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 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 children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

Developmental Sexual Activity encompasses those actions that are to be expected from children and young people 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 child 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 child 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 children, 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.

The Brook Sexual Behaviours Traffic Light Tool can be used by professionals, working with children and young people, to help them identify and respond appropriately to sexual behaviours, <https://www.brook.org.uk/our-work/category/sexual-behaviours-traffic-light-tool>

### **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:

1. Understanding that is proposed based on age, maturity, development level, functioning and experience
2. Knowledge of society’s standards for what is being proposed
3. Awareness of potential consequences and alternatives
4. Assumption that agreements or disagreements will be respected equally
5. Voluntary decision
6. 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:

1. Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
2. A child seen to be listless, apathetic and irresponsible with no apparent medical cause
3. Failure of child to grow within normal expected pattern, with accompanying weight loss
4. Child thrives away from home environment
5. Child frequently absent from school
6. Child left with adults who are intoxicated or violent
7. Child abandoned or left alone for excessive periods

Further advice can be found in the document [What\\_to\\_do\\_if\\_you\\_re\\_worried\\_a\\_child\\_is\\_being\\_abused](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf).

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419604/What\\_to\\_do\\_if\\_you\\_re\\_worried\\_a\\_child\\_is\\_being\\_abused.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

#### Appendix 4 – Contact details

Multi-Agency Referral & Assessment Team (MARAT) – Children’s Social Care 0161 912 5125 <a href="mailto:marat@trafford.gov.uk">marat@trafford.gov.uk</a>	Local Authority Designated Officer (LADO) Anita Hopkins 0161 912 5125 <a href="mailto:marat@trafford.gov.uk">marat@trafford.gov.uk</a>
Trafford Strategic Safeguarding Board 0161 912 8687 <a href="mailto:TSSB@trafford.gov.uk">TSSB@trafford.gov.uk</a>	Police Non-emergency – 101 Emergency - 999
Out of Hours Emergency Duty Team Social Care 0161 912 2020	Jonathan King Specialist Education Practitioner (MARAT) 0161 912 5010
NW Counter-Terrorism Unit Channel Team 0161 856 6362 <a href="mailto:channel.project@gmp.police.uk">channel.project@gmp.police.uk</a>	

#### Appendix 5 - Department for Education – Child sexual exploitation – Definition and a guide for practitioners, local leaders and decision makers working to protect children from sexual exploitation – February 2017

<https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>

#### Appendix 6 – UK Council for Child Internet Safety guidance – Sexting in schools and colleges: Responding to incidents and safeguarding young people - 2017

<https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

Appendix 7 – Navigation Primary School Induction Checklist

Induction Element	Tick and initial on completion	Notes
Meet Headteacher/School Business Manager for an introduction to the school		
Check DBS and identity on first visit		
Show where Sign in/out book is kept and adhered to		
Information shared regarding Child Protection and Designated Person		
Information shared regarding confidentiality and information sharing protocols		
Meet member(s) of staff who you will be working with and be shown the task expected and where you will be working		
Tour of the school and facilities		
Emergency procedures and security procedures		
Use of personal mobiles, dress code and code of conduct		
Health and Safety aspects relating to individual's work environment and whole school		
School behaviour and rewards systems understood		
Essential policy documents listed (in folder or on website) to be read: Keeping Children Safe in Education Guidance for Safer Working Practice Safeguarding and Child Protection Policy Prevent Action Plan Behaviour Policy Anti-bullying Policy Whistle Blowing Policy Health and Safety Policy Fire Procedures		