



# HOWE GREEN HOUSE SCHOOL

## CHILD PROTECTION POLICY - SAFEGUARDING 1

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## Child Protection Policy – Safeguarding 1

### Howe Green House School

This Policy also includes the Early Years Foundation Stage and Before and After School Provision

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications:

- *Keeping Children Safe in Education* (September 2019) (KCSIE)
  - KCSIE incorporates the additional statutory guidance, *Disqualification under the Childcare Act 2006* (September 2019)
  - KCSIE also refers to the non-statutory advice for practitioners: *What to do if you're worried a child is being abused* (March 2015)
  - *Working Together to Safeguard Children* (September 2019 – updated in 2019 but without changing the date on the published version) (WT)
  - WT refers to the non-statutory but important advice: *Information sharing* (2019)
  - *Prevent Duty Guidance: for England and Wales* (July 2015) (Prevent). Prevent is supplemented by non-statutory advice and a briefing note:
  - *The Prevent duty: Departmental advice for schools and childminders* (June 2015)
  - *The use of social media for on-line radicalisation* (July 2015)
- 
- 2019 SET procedures Essex Safeguarding Children's Board (ESCB) 2019
  - Hertfordshire Safeguarding Children Partnership manual 2019
  - Multi-agency statutory guidance on female genital mutilation (April 2019)

***NB the county specific organisations previously known as 'Children's Safeguarding Partnerships' were to be renamed 'Safeguarding Partnerships' in line with national advice. However, as the children at Howe Green House School live in either Hertfordshire or Essex, we liaise with both counties regarding child protection and safeguarding matters. Hertfordshire have embraced the new nomenclature of 'Safeguarding Partnership', but Essex have decided to remain as 'Safeguarding Board'.***

***Therefore, this document refers to Safeguarding Partnerships in line with new regulations, but should be taken to mean Safeguarding Board when related to Essex based families.***

#### **1.0 Statement of Intent**

- 1.1 The governors and staff of Howe Green House School fully recognise the contribution it makes to safeguarding and promoting the welfare of

children. We recognise that all staff, including volunteers, have a full and active part to play in protecting our pupils from harm. In all matters of safeguarding, the school will always consider the best interests of the child.

1.2 The school recognises the need to work closely with other agencies to ensure adequate arrangements within our school **to identify**, assess and support those children who have suffered or are at risk of suffering serious harm and those who are in need of additional support from one or more agencies including children who may be affected by mental health issues and children missing education.

1.3 The Governors and staff of Howe Green House School believe that we should provide a caring, positive, safe and stimulating environment, which promotes the social, physical, intellectual and moral development of the individual child.

## **2.0 The aims of the Policy are:**

- 2.1 To support the child's development in line with current legislation.
- 2.2 To raise the awareness of both teaching and non-teaching staff for the need to safeguard children and of their responsibilities in identifying and reporting possible causes of abuse.
- 2.3 To generate an 'open environment' where staff feel free to raise concerns and there is a culture of listening to children
- 2.4 To provide a systematic means of monitoring children known or thought to be at risk of harm.
- 2.5 To emphasise the need for good levels of communication between all members of staff.
- 2.6 To develop a structured procedure within the school, which will be followed by all members of the school community in cases of suspected abuse.
- 2.7 To develop and promote an effective inter-agency approach, forming relationships with other agencies, especially the Police, Health Services and Social Care.
- 2.8 To ensure that all adults within our school, who have access to children, have been checked as to their suitability following safer recruitment guidelines.
- 2.9 To ensure that our pupils are kept safe during off site visits by gaining assurance that any staff from other organisations who may have a supervisory role of Howe Green pupils have been checked for suitability to work with children.

## **3.0 Procedures**

- 3.1 Our school procedures for safeguarding children will be in line with the Essex Safeguarding Children Partnership (ESCB) and Hertfordshire

Safeguarding Children Partnership (HSCP) interagency procedures and the publication 'What to do if you are Worried a Child is Being Abused'. We will ensure that: There is a Child Safeguarding Policy together with a staff behaviour (code of conduct) policy which will be reviewed annually by the full governing body and signed by the Chair of Governors.

- 3.2 We have three members of staff for safeguarding, a **Designated Safeguarding Lead (DSL)** and two deputies who all undertake regular training in child protection and inter-agency working for the Main School and the Early Years Foundation Stage in accordance with regulatory guidance and locally agreed procedures and in line with the Local Safeguarding Children's Partnership. The governor who is responsible for Child Safeguarding receives training in accordance with regulatory guidance. This training will be updated every two years. The Designated Safeguarding Lead and Deputy DSL's are senior leaders within the school.

The names of those in our school with these specific responsibilities (the designated safeguarding lead and deputy designated safeguarding lead) are shown on the cover sheet of this document.

- 3.3 We therefore have a member of staff who will act in the designated safeguarding lead's absence
- 3.4 Staff with safeguarding experience can contribute to writing safeguarding policy.
- 3.5 We have a Governor with responsibility for Safeguarding. This governor, or the Chair of Governors, is nominated to liaise with the local authority on Child Protection issues and in the event of an allegation made against the Headteacher.
- 3.6 **All** members of staff, receive a copy of our safeguarding policy and 2019 KCSIE (September 2019) Part One. School leaders and those who work directly with children also receive Annex A.
- 3.7 **All** members of staff, (including part time staff, peripatetic staff, temporary staff and volunteers) receive induction training in safeguarding and then regular training, in accordance with regulatory guidance and in line with the Local Safeguarding Children's Partnership, to develop their understanding of the signs and indicators of abuse. This training is updated every two years and there are child protection updates when changes occur or at least annually.
- 3.8 **Members of the governing body will receive safeguarding training so that they are able to fulfil their functions.**
- 3.9 All members of staff and volunteers know how to respond to a pupil who discloses abuse, including the importance of not asking leading questions and how to record the details. Staff and volunteers will never promise confidentiality.

- 3.10 All members of staff are trained in and receive regular updates in Prevent and on-line safety and reporting concerns.
- 3.11 All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures
- 3.12 If a suspicion of abuse is recorded, parents are informed at the same time a referral is made except where the guidance of the Local Safeguarding Children Partnership (LSCP) does not allow this. This would usually be the case where the parent is the likely abuser. In these cases, the investigating officers will inform parents.  
Both Essex and Hertfordshire have 'consultation hubs' to help clarify if an issue is a full referral or needs advice & guidance at a lower level.
- 3.13 Our procedures will be regularly reviewed and up-dated by the designated members of staff for safeguarding and the nominated Governor and an annual report will be submitted to the Partnership of Governors. As a result any deficiencies or weaknesses in child protection arrangements will be remedied without delay.
- 3.14 All new members of staff, temporary staff and school volunteers will be given a copy of our Safeguarding Policy, including part one & Part 5 of 2019 KCSIE (September 2019), the staff handbook and the Howe Green House staff code of conduct, confidential reporting (whistleblowing) policy, safeguarding response to children who go missing in education (CME policy) and the acceptable use of technology policy as part of their induction into the school. They will also be expected to undertake training in online safety and to become familiar with the pupil behaviour policy.
- 3.15 The Safeguarding Policy is posted on the school website
- 3.16 The governing body considers how children may be taught about safeguarding. This may be part of a broad and balanced curriculum covering relevant issues through personal, social health education (PSHCEE) and/or through sex and relationship education. In addition the children are educated in e-safety within PSHCE and ICT.
- 3.17 The school has filtering systems to keep the children safe whilst accessing the internet at school.

#### **4.0 Responsibilities:**

##### **The Role of the DSL is defined in KCSIE (September 2019) Annex B as:**

Taking **lead responsibility** for safeguarding and child protection. This is explicit in the role-holder's job description. The DSL will be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.

##### **Deputy designated safeguarding leads**

Deputy DSL's are trained to the same standard as the designated safeguarding lead.

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate **lead responsibility** for child protection, as set out above, remains with the designated safeguarding lead; this **lead responsibility** should not be delegated.

The DSL will:

### **Manage referrals**

The designated safeguarding lead is expected to:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or has left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.

### **Work with others**

The designated safeguarding lead is expected to:

- liaise with the Headteacher / Chair of Governors to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" and the designated officer(s) at the local authority for child protection concerns; and
- liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Act as a source of support, advice and expertise for staff.

### **Training**

The designated safeguarding lead (and any deputies) will undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The designated safeguarding lead should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;

- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to and understands the school or college's child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

### **Raise Awareness**

The designated safeguarding lead should:

- ensure the school's child protection policies are known, understood and used appropriately;
- ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- link with the local Safeguarding Partnership (LSCP) to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

### **Availability**

During term time the designated safeguarding lead (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns.

During the school holidays the DSL or Deputies will be contactable to receive and respond to allegations and concerns as needed.

### **In addition, the designated member(s) of staff are responsible for:**

- 4.1 Adhering to the LSCP and school procedures with regard to referring a child if there are concerns about possible abuse.
- 4.2 Keeping written records of concerns about a child, even if there is no need to make an immediate referral.

- 4.3 Ensuring that all such records are kept confidentially and securely and are separate from pupil records. All records will be kept confidentially and securely and are separate from pupil records, until the child's 25<sup>th</sup> birthday, and are copied on to the child's next school.
- 4.4 Ensuring that an indication of further record keeping is marked on the pupil records.
- 4.5 Ensuring that any pupil currently on the child protection register, who is absent without explanation for two days, is referred to Social Care.
- 4.6 Ensuring that, should a child no longer attend Howe Green House School and Little Oaks Nursery, any written records of concern are copied and forwarded to the appropriate person at their new educational establishment – securely and separately to the educational record
- 4.7 Ensuring that Ofsted is notified of any accident, incident or changes in our arrangements that may affect the well-being of children
- 4.8 Ensuring that any allegations of abuse will be reported to the LSCP without delay and within 24 hours.

## 5.0 Reporting an Incident

- 5.1 Any concerns regarding a child must be logged and discussed with the Designated Safeguarding Leads (DSL). Any information recorded will be stored securely on the child's personal child protection file.
- 5.2 Staff must immediately report:
  - 5.2.1 Any suspicion that a child is injured, marked or bruised, in a way which is not readily attributable to the normal knocks or scrapes received in play.
  - 5.2.2 Any explanation given which appears inconsistent or suspicious
  - 5.2.3 Any behaviours which give rise to suspicions that a child may have suffered harm (eg. worrying drawings or play)
  - 5.2.4 Any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
  - 5.2.5 Any concerns that a child is presenting signs or symptoms of abuse or neglect
  - 5.2.6 Any significant changes in a child's presentation, including non-attendance
  - 5.2.7 Any hint or disclosure of abuse from any person
  - 5.2.8 Any concern that a pupil may have been abused by another pupil as this follows the same procedure for referral to an external safeguarding agency
- 5.3 Any concerns regarding person(s) who may pose a risk to children (eg. Living in a household with children present)
- 5.4 **Any member of staff can, and should, refer a child to children's social care or the police directly themselves if necessary – it is the responsibility of every individual to act to keep children safe from harm.**

## 6.0 Action by the Designated Senior Lead

Following any information raising a concern, the senior designated lead will consider:

- 6.1 any urgent medical needs of the child
- 6.2 discussing the matter with other agencies involved with the family
- 6.3 consulting with LSCP or making a referral to the police
- 6.4 report to LSCP within 24 hours of disclosure or suspicion of abuse

And then:

- 6.5 wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
- 6.6 make a child protection referral to social care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately

**OR:**

- 6.7 Contact the relevant LSCP Targeted Advice Service for a telephone consultation for advice as to whether the concern warrants a full referral.
  - 6.8 if it would be appropriate to undertake an assessment e.g. Common Assessment Framework (CAF), Team around the Child (TAC) and/or make a referral for other services
  - 6.9 All information and actions taken, including the reasons for any decisions made, will be fully documented.
  - 6.10 All referrals to social care will be accompanied by a standard referral form.
- If there is any doubt whatsoever about the clarity of a situation involving the safety or welfare of a child, staff MUST err on the side of caution and contact Children's Services at the relevant LCSB for advice and guidance as the consequences of underreacting are significant.**

## **7.0 Signs and Symptoms of Abuse**

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns. Staff and volunteers are aware of procedures for dealing with abuse by one or more pupils against another pupil.

**Appendix 1 contains detailed information on signs and symptoms of abuse in line with KCSIE September 2019. Staff should familiarise themselves in particular with understanding the possible behaviours that might indicate a child is suffering from harm.**

## **8.0 Supporting Children**

- 8.1 We recognise that a child who is abused or witnesses violence may find it difficult to develop and maintain a sense of self-worth. We recognise that a child in these circumstances may feel helpless and humiliated. We recognise that a child may feel self-blame.
- 8.2 We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- 8.3 We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- 8.4 Our school will support all pupils by:
  - 8.4.1 Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying.
  - 8.4.2 Promoting a caring, safe and positive environment within the school, with a patient, approachable and listening atmosphere so that children feel able to communicate with staff and peers alike.
  - 8.4.3 Ensuring that the children have a variety of people to speak to and methods of sharing their worries. Assemblies and PSHCE sessions focus on the importance of sharing concerns and on how the children are able to do this. A locked 'Worry Post Box' is located in the library so that children can share any worries for themselves or others in writing and anonymously if they find this easier than speaking to someone directly. Posters are placed around the school with details of what to do as well as helplines that can be called.
  - 8.4.4 Liaising and working together with all other support services and those agencies involved in the safeguarding of children
  - 8.4.5 Notifying Social Care of concerns regarding children.
  - 8.4.6 Providing continuing support to a pupil about whom there have been concerns who leaves the school, by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school.
  - 8.4.7 Recognising that there are particular challenges which may face the children in our care:

- **Children Missing Education (CME)** All children, regardless of their circumstances, are entitled to a full time education, which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. Howe Green House School will ensure there is effective information sharing between themselves, parents, and the relevant local authority as this is critical to ensuring that all children are safe and receiving suitable education.

A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm,

exploitation or radicalisation. The school and its staff follow their procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future.

The school will notify the Local Authority if a child has not attended school for a period of 10 continuous schooldays or more without permission having been granted by the Head.

- **Children at risk of Radicalisation** – all staff undertake ‘Prevent’ training in how to recognise and respond to concerns regarding radicalisation. The school promotes an atmosphere of mutual tolerance and respect as well as actively promoting Fundamental British Values. The school will assess the risk of pupils being drawn into terrorism and should any children be considered to be vulnerable to radicalisation and extremism will be risk assessed and advice sought from ‘Channel’. If, however, a concern is held regarding a pupil already becoming radicalised or of them holding extremist views, the police (tel 101) or the counter-extremism department of the DFE will be contacted (see contact details below).

There are five dimensions to the actions we take in response to the Prevent Duty:

- Risk assessment
  - Working in partnership with local authorities
  - Awareness raising amongst staff.
  - Protection from terrorist and extremist material when accessing the internet in school
  - Building resilience to radicalisation through the curriculum, e.g. through citizenship and religious education, and considerations for pupils’ spiritual, moral, social and cultural (SMSC) development. These aspects are addressed through our PSHCE policy
- **Domestic violence (DV)** – 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:
    - psychological
    - physical
    - sexual

- financial
- emotional

Even if children have not been subjected to these elements of behaviour themselves, observing or being aware of such behaviour happening around them is harmful and as such, referral to the Police and the LSCP will be made.

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- **CSE ( child sexual exploitation)** - is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:
  - Children who appear with unexplained gifts or new possessions;
  - Children who associate with other young people involved in exploitation;
  - Children who have older boyfriends or girlfriends;
  - Children who suffer from sexually transmitted infections or become pregnant;
  - Children who suffer from changes in emotional well-being;
  - Children who misuse drugs and alcohol;
  - Children who go missing for periods of time or regularly come home late; and
  - Children who regularly miss school or education or do not take part in education.
- **Female Genital Mutilation (FGM)** – Teachers **must** personally report to the local police (Tel 101) cases where they discover that an act of FGM appears to have been carried out. **There is a mandatory duty to report.**
- so-called **honour-based violence (HBV)**

- **forced marriage**
- **Gangs**

All of these concerns are covered more fully in the Government statutory guidance 'Keeping Children Safe in Education' September 2019 Part 1 & Annex A – **which must be read in conjunction with this policy.**

## **9.0 Peer abuse**

The school's values and ethos of respect and encouragement of speaking up with concerns at an early stage are an integral part of minimizing the risk of peer on peer abuse.

Our school may be the only stable, secure and safe element in the lives of children at risk of, or who have suffered harm. Nevertheless, whilst at school, their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children. Our school recognises that some children may harm their peers and any incidents of peer on peer harm will be managed in the same way as any other child protection concern and will follow the same procedures, including seeking advice and support from other agencies as appropriate. Support will be given to both children who are victims of peer on peer harm, and for those who have perpetrated it.

Education settings are an important part of the inter-agency framework not only in terms of identifying, evaluating and raising concerns to Children's Services and the Police, but also in the assessment and management of risk that the child or young person may pose to themselves and others in the education setting.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse. When considering whether behaviour is abusive, it is important to consider:

- Whether there is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- whether the perpetrator has repeatedly tried to harm one or more other children; or
- Whether there are concerns about the intention of the alleged perpetrator.

**All** staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);

- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

**All staff should be aware that abuse is abuse and peer on peer abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”. Furthermore they should *recognise the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously.***

The Sexual Behaviours Traffic Light Tool by the Brook Advisory Service to help professionals; assess and respond appropriately to sexualised behaviour. The traffic light tool can be found at

<https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool>

In order to minimise the risk of peer on peer abuse the school:

- Provides a developmentally appropriate PSHE curriculum which develops students understanding of acceptable behaviour and keeping themselves safe.
- Have systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued.
- Ensure victims, perpetrators and any other child affected by peer on peer abuse will be supported
- Develops robust risk assessments where appropriate
- Have relevant policies in place (e.g. behaviour policy).

**Staff should also refer to Part five of Keeping Children Safe in Education (DfE 2019) – ‘Child on child sexual violence and sexual harassment’:**

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

## 10.0 Vulnerable children

The school recognises that some children who have Special Educational Needs of Disabilities (SEND) may be more vulnerable to abuse –for example through the difficulties associated with their specific conditions requiring differing levels of contact or in their ability to understand and interpret situations or perhaps through an inability to communicate their concerns. This includes being more vulnerable to peer on peer abuse.

## 11.0 Information Sharing and Confidentiality

- 11.1 The designated member(s) of staff will disclose any information about a pupil to other members of staff on a need to know basis only.
- 11.2 All staff must be aware that they cannot promise a child to keep secrets.
- 11.3 We recognise that all matters relating to Safeguarding children are confidential however, staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children where there is a concern that the child may be suffering or is at risk of suffering significant harm.
- 11.4 The child's safety and welfare must be the overriding consideration.
- 11.5 Howe Green House School has regard to the publication "Information Sharing: Practitioner's guide" HM Government, 2006 (updated 2008) [www.ecm.gov.uk/deliveringservices/informationsharing](http://www.ecm.gov.uk/deliveringservices/informationsharing)

## 12.0 Supporting Staff

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

## 13.0 Allegations against Staff

- 13.1 We understand that a pupil may make an allegation against a member of staff or volunteer.
- 13.2 **Such allegations must be made directly to the Headteacher** (or in her absence the Chair of Governors)
- 13.3 **If the allegation is serious enough to believe that a crime has been committed the Headteacher will inform the police as well as the LADO at the LCSB**
- 13.4 The Headteacher **on all** such occasions will follow the guidelines of the LSCP, informing them within one working day
- 13.5 If the allegation made to a member of staff relates to the Headteacher, the person reporting the allegation will immediately inform the Chair of Governors who will consult the LSCP, without informing the Headteacher

- 13.6 A quick resolution of that allegation should be a clear priority to the benefit of all concerned.
- 13.7 The school will follow the guidelines laid out in the LSCP Set Procedures Manual.
- 13.8 The school **will not** undertake their own investigations of allegations without prior consultation with the LADO or in the most serious cases, the police, so as not to jeopardise statutory investigations. The LADO's (Local Authority Designated Officer) role is to provide advice and preside over any investigation of any allegation or suspicion of abuse directed at anyone working in the school.
- 13.9 The school will notify Ofsted immediately of any alleged incidents of serious harm or abuse by any person living, working or looking after children in before and after school care at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere) or any other abuse which is alleged to have taken place on the premises, and what measures have been taken. We are aware that it is an offence not to do this. Ofsted to be informed as soon as is practicable but at the latest within 14 days.
- 13.10 Additional organisations will be notified as appropriate as detailed in the safer recruitment policy – a report will be sent promptly to the Disclosure and Barring Service (DBS) if the school dispenses with a person's services because of unsuitability to work with children or would have done so, had the person not resigned.  
A referral to the Teaching Regulation Agency (TRA) will be made where a teacher has been dismissed (or would have been dismissed had he or she not resigned) and a prohibition order may be appropriate because of unacceptable professional conduct, 'conduct that may bring the profession into disrepute', or a 'conviction at any time for a relevant offence'.
- 13.11 We co-operate entirely with any investigation carried out by our Local Safeguarding Children's Partnership in conjunction with the police.
- 13.12 Details of all contacts are supplied at the end of this policy.

#### **14.0 Confidential Reporting (Whistleblowing)**

- 14.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- 14.2 All staff should be aware of their duty to raise concerns where they exist, about the attitude or actions of colleagues.
- 14.3 Our Confidential Reporting Policy, set out in a separate document, reflects the importance that we place upon this aspect of safeguarding children.
- 14.4 Whistle-blowing re the Headteacher should be made to the Chair of the Governing Body whose contact details are readily available to all staff on the staffroom notice board and in the main offices.

- 14.5 The [NSPCC whistleblowing helpline](#) is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)
- 14.6 Further details are contained in the related – Confidential Reporting (whistleblowing) policy

## **15.0 Safer Recruitment and Selection**

- 15.1 The school recognises that recruiting members of staff into the school is a crucial time to lay out its commitment to promote safeguarding and child protection.
- 15.2 To this end it follows a rigorous recruitment policy to ensure that individuals selected to work within the school environment are suitable to do so and that they subscribe to the ethos and commitment to safeguarding which the school adheres to. From advertisement through application, interview and references and on to induction and regular participation of safeguarding training, the well-being and safety of all our children is at the forefront of all staff appointments.
- 15.3 15.4 Staff who work in a teaching capacity – including coaches, music peripatetic teachers and teaching assistants (if they deliver and plan lessons to the children) - must not be ‘prohibited from teaching’.
- 15.5 Staff undertaking a management role within the school must not be ‘prohibited from management’.
- 15.6 All the statutory recruitment checks will take place and senior staff and relevant governors receive training in Safer Recruitment.
- 15.7 Visiting speakers will be checked for suitability – both with regard to safeguarding of pupils and the appropriateness of the messages they are conveying.
- 15.8 Further details are contained in the related – Safer Recruitment policy

## **16.0 Physical Intervention**

- 16.1 Our policy on physical intervention by staff is set out in a separate policy and acknowledges that staff must only ever use physical intervention as a last resort and that at all times it must be the minimal force necessary to prevent injury to another person.
- 16.2 We understand that physical intervention of a nature, which causes injury or distress to a child, may be considered under child protection disciplinary procedures.
- 16.3 We recognise that touch is appropriate in the context of working with children, and all staff have been given guidance to ensure they are clear about their professional boundary.

## **17.0 Bullying**

- 17.1 Howe Green House School recognises that bullying can seriously damage a young person's confidence and sense of self-worth
- 17.2 In cases where the Head teacher deems it appropriate, external agencies, counsellors or social workers will be called upon for advice and guidance.
- 17.3 Repeated incidents may lead to the matter being referred to the Partnership of Governors where further action may be taken and where necessary child protection procedures will be followed
- 17.4 Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents. All staff are aware that children with SEND and/or differences/perceived differences are more susceptible to being bullied/victims of child abuse. Our Bullying Policy, set out in a separate document reflects the importance that we place upon this aspect of safeguarding.

## **18.0 Racist Incidents**

- 18.1 Our policy on racist incidents is set out in our Equal Opportunities Policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents.

## **19.0 Prevention**

- 19.1 We recognise that the school plays a significant part in the prevention of harm to our pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection.
- 19.2 The school community will therefore:
  - 19.2.1 Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
  - 19.2.2 Ensure that all children know that there is an adult in the school whom they can approach if they are worried or in difficulty.
  - 19.2.3 Include in the curriculum opportunities for PSHCE which equip children with the skills they need to stay safe from harm and to know whom they should turn for help including education in e-safety and staying safe online.
  - 19.2.4 Include regular consultation with children through open dialogue, circle times, themed weeks and asking children whether they have had happy or sad lunchtimes/days.

## **20.0 Security**

- 20.1 We take security steps to ensure that we have control over who comes in to the setting so that no unauthorised person has unsupervised access to the children.

20.2 We have procedures for recording the details of visitors to the setting

### **21.0 Health and Safety**

21.1 Our Health and Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits.

### **22.0 Photographs & use of mobile phones**

The school uses images of its pupils for a variety of reasons, including recording progress and achievement as well as for celebratory or publicity reasons. All images are taken and stored solely on school equipment and care is taken to ensure that no image is ever taken, retained or shared which is inappropriate – or which could cause embarrassment to the child. Permission is gained from all parents regarding the taking and using of images.

Staff in the EYFS are not permitted to have mobile phones present in the classrooms. They must be stored securely, away from the children.

On arrival at school, staff should switch their phones off to silent during the course of the school day. Staff may use their phone at break times and lunch time provided that (i) pupils are not present, (ii) they are not on duty and (iii) this does not prevent them from responding to a request for assistance from another member of staff or other aspects of their professional duties.

The school Groundsmen, Bursar and Head teacher are exempt from the restrictions on the use of mobile phones whilst on duty so that they can be contacted at all times by the school office in case of emergency. Staff conducting activities on the sports fields must have a mobile phone or walkie-talkie – *This includes the EYFS.*

By arrangement with the Headteacher, a member of staff's personal mobile phone may be designated as the means of communication for specific activities. The use of mobile phones by staff whilst on school duties must respect national legislation and common courtesies. For example, they must not be used whilst driving and should be switched to silent at events and venues where this is expected.

Further details are contained in the related - '**Acceptable use of Cameras and Mobile Phones policy**'.

**This policy should be read in conjunction with the following documents and policies:  
Safeguarding Documents**

ISI 7a	Child Protection Policy	Safeguarding 1
	Child protection concerns – quick reference guide	Safeguarding 2
	Keeping Children Safe in Education 2019 Part 1 & Annex A	Safeguarding 3
	Safer Recruitment	Safeguarding 4
	Confidential Reporting (Whistleblowing) Policy	Safeguarding 5
	Staff Code of Conduct	Safeguarding 6
	Intimate Care	Safeguarding 7
	Physical Contact and Restraint	Safeguarding 8
	Acceptable use of cameras and mobile phones	Safeguarding 9

**Additional Related Policies**

Administering Medicines  
 Anti-Bullying  
 Building Better Behaviour  
 Child Missing Education  
 Equal Opportunities  
 Health and Safety  
 Missing Pupil  
 Non-Collection of Pupils  
 Staff code of conduct

## CONTACT DETAILS FOR REPORTING CONCERNS

### **THE DESIGNATED MEMBERS OF STAFF WITH RESPONSIBILITY FOR SAFEGUARDING CHILDREN ARE:**

<u>Name</u>	<u>Role</u>	<u>Contact information</u>
Mrs Deborah Mills	Headteacher, Designated Safeguarding Lead	01279 657706 deborah.m@howegreenhouse.essex.sch.uk
Mrs Beverley McNally	Head of Early Years/Reception class Teacher, Deputy EYFS Designated Safeguarding Lead	01279 657706 beverley.m@howegreenhouse.essex.sch.uk
Mr Ian Martin	Deputy Headteacher, Deputy Designated Safeguarding lead	01279 657706 ian.m@howegreenhouse.essex.sch.uk
Mrs Liz Lester	Chair of Governors	<a href="mailto:liz@howegreenhouse.essex.sch.uk">liz@howegreenhouse.essex.sch.uk</a>
Ms Nicola Barker-King	Governor with responsibility for safeguarding	<a href="mailto:nicky@howegreenhouse.essex.sch.uk">nicky@howegreenhouse.essex.sch.uk</a>

### **Local Safeguarding Children Partnership Information**

As our school is on a county border, our children may live either in Hertfordshire or Essex. Concerns regarding safeguarding should be referred to the Safeguarding Children Partnership of the county in which the child lives.

In the event of a concern regarding the safety of a child living in Essex contact:

#### **Essex:**

Essex Safeguarding Children Board  
1<sup>st</sup> Floor, New Bride House  
60 – 68 New London Road  
Chelmsford, Essex  
CM2 0PD

Telephone: 01245 506641  
Fax: 01245 506649  
Email: [escb@essex.gov.uk](mailto:escb@essex.gov.uk)  
<http://www.escb.co.uk/>

**Essex County Council Protection of Children and Vulnerable Adults.**

<b>Immediate enquiry/referral</b>	<b>0845 603 7634</b>
<b>Normal telephone enquiry</b>	<b>0845 603 7627</b>
<b>Essex Police</b>	<b>101 or 999 as appropriate</b>

In the event of a concern regarding the safety of a child living in Hertfordshire contact:  
**Hertfordshire**

**Hertfordshire Safeguarding Children Partnership**

Room 127  
County Hall  
Hertford  
Herts  
SG13 8DF

Telephone: 01992 588757

Fax: 01992 588201

<http://www.hertfordshire.gov.uk/services/healthsoc/childfam/childprotection/hertssafPartnership/>

Children Schools and Family Service	0300 123 4043
The Child Abuse Investigation Unit	01707 354000

**General contact numbers**

ISI 02076000100

Ofsted 0300 1231231

Address of DBS and telephone number: Box 181 Darlington DL19FA  
01325 953 795

**PREVENT & CHANNEL**

In the case of concerns regarding radicalisation or extremism, contact either:

- the local police force, 101 (the non-emergency police number)

or

The DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and governors: 020 7340 7264 and counter-extremism@education.gsi.gov.uk.

Reviewed by Full Governing Board.

Signed:

Elizabeth Lester Chair of Governors

Date: November 2019

Next full Review: November 2020

## Appendix 1

### SIGNS AND SYMPTOMS OF ABUSE

#### **FURTHER GUIDANCE IS ALSO CONTAINED IN 2019 KCSIE (September 2019)**

#### **PART ONE AND ANNEX A**

What is child abuse?

Child abuse happens when an adult inflicts harm on a child or young person, even, in some cases, if the adult's actions are not deliberate. There are four broad categories of child abuse:

- physical abuse
- sexual abuse
- neglect
- emotional abuse.

Sometimes children are sexually abused by other children.

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#### Child abuse definitions

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

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). Abuse can take place wholly online or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.

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.

Emotional abuse: 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. 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.

**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:** 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); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

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### General signs of abuse

Abused children may be afraid to tell anybody about the abuse. They may struggle with feelings of guilt, shame or confusion – particularly if the abuser is a parent, caregiver or other close family member or friend. Anyone working with children or young people needs to be vigilant to the signs listed below.

**Whilst these signs do not necessarily mean that a child is being abused, they probably indicate that the child or family is having some problems which should be investigated.**

- Regularly experiencing nightmares or sleeping problems.
- Changes in personality.
- Outbursts of anger.
- Changes in eating habits.
- Showing an inexplicable fear of particular places or making excuses to avoid particular people.
- Self-harming (includes head banging, scratching, cutting).
- Not receiving adequate medical attention after injuries.
- Showing violence to animals, toys, peers or adults.
- Knowledge of "adult issues" e.g. alcohol, drugs, sexual behaviour.
- Lacking in confidence or often wary/anxious.
- Regressing to the behaviour of younger children.
- Regular flinching in response to sudden but harmless actions, e.g. someone raising a hand quickly.

Whether or not a child's behaviour or appearance is concerning depends on their age or stage of development. Below are signs of potential abuse to look out for in children of specific age groups. Remember that children with learning difficulties, physical disabilities or health-related issues may be at a different developmental stage to most of their peers. However, children who have experienced abuse or neglect from a young age may also display developmental delays compared to children their own age. In such cases, the lack of a clear medical explanation for these delays may be an indicator of abuse.

### **Infancy to preschool**

- Doesn't cry or respond to parent's presence or absence from an early age (usually because they have learnt that their parent will not respond to their distress, this is known as a lack of attachment).
- Late in reaching developmental milestones such as learning to speak, with no medical reason.
- Acting out excessive violence with other children.
- Significantly underweight but eats well when given food.
- Talks of being left home alone or with strangers.

## **Middle childhood**

- Talks of being left home alone or with strangers.
- Lacks social skills and has few if any friends.
- Shows lack of attachment to a parent.
- Becomes secretive and reluctant to share information.
- Acting out excessive violence with other children.

## **School age (5 to 16 years)**

- Reluctant to go home after school.
- Unable to bring friends home or reluctant for professionals to visit the family home.
- Poor school attendance and punctuality, or late being picked up.
- Parents show little interest in child's performance and behaviour at school.
- Parents are dismissive and non-responsive to professional concerns.
- Is reluctant to get changed for PE etc.
- Wets or soils the bed.
- Acting out excessive violence with other children.

## **Adolescence**

- Drinks alcohol regularly from an early age.
- Is concerned for younger siblings without explaining why.
- Becomes secretive and reluctant to share information.
- Talks of running away.
- Shows challenging/disruptive behaviour at school.
- Is reluctant to get changed for PE etc.

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## **Physical abuse**

It is normal for children to have cuts and bruises on their bodies caused by accidents which happen whilst they are moving about and/or playing. These are marks that have an acceptable and reasonable explanation.

Marks or injuries which do not have an acceptable explanation may indicate that a child has been abused. This may include:

## **Bruising**

- Bruises on the cheeks, ears, palms, arms and feet.
- Bruises on the back, buttocks, tummy, hips and backs of legs.
- Multiple bruises in clusters, usually on the upper arms or outer thighs.
- Bruising which looks like it has been caused by fingers, a hand, or an object i.e. belt, shoe etc.
- Large oval shaped bite marks.

## **Burns or scalds**

- Any burns which have a clear shape of an object, e.g. cigarette burns.
- Burns to the backs of hands, feet, legs, genitals, or buttocks.

Other signs of physical abuse include multiple injuries (i.e. bruising, fractures) inflicted at different times. It is particularly concerning if parents/carers are unable to explain these injuries and it is not clear whether they took the child to receive medical treatment at the time of the injury.

Be vigilant to possible abuse if a child is frequently described as ill by their parent but does not have any symptoms which are obvious to others. In addition, the parent will be unable to provide details of a medical diagnosis for the child's apparent condition.

Here are other signs and indicators of abuse that are age specific.

## **Infancy to pre-school**

- Unexplained head injuries to a baby.
- Bruises on babies who are not yet crawling or walking.
- Acting out excessive violence either with toys or peers.

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## **Sexual abuse**

It is normal for children to show signs of sexual behaviour at each stage in their development. Children also develop at different rates and some may be slightly more or less advanced than other children in their age group. Behaviours which might be concerning depend on the child's age and the situation.

Further information is available on the 'Brook Sexual Behaviours Toolkit'.

## **'Normal' sexual behaviour in children**

### **Infancy to pre-school**

- Kisses and hugs others.
- Is curious about and looks at other's private body parts; has limited understanding of privacy needs.
- Talks about private body parts.
- Uses words such as 'poo', 'bum' and 'willy' freely.
- Plays 'house' or 'doctor' games.
- Shows, touches, or rubs own genitals, or masturbates as a 'comfort' habit.

### **Middle childhood**

- Kisses and hugs others.
- Displays an interest in others' private body parts but is aware of the need for privacy.
- Talks about and occasionally shows private body parts to others.
- Uses words such as 'poo', 'bum' and 'willy' freely and delights in being 'shocking'.
- Sometimes uses swear words and/or 'sex' words copied from others.
- Plays 'house' or 'doctor' games.
- Sometimes touches or rubs own genitals, or masturbates as a comfort habit.

### **Pre-adolescent children (aged 10 to 12 years)**

- Kisses, hugs, and may 'date' others.
- Is interested in others' private body parts and in the changes occurring in puberty, is aware of the need for privacy.
- May ask questions about relationships and sexual behaviour.
- May look at sexual pictures including internet images.
- Masturbates in private.

### **Adolescents (aged 13 to 16 years)**

- Kisses, hugs, dates others, may have longer term relationships.
- Is interested in and asks questions about body parts, relationships and sexual behaviour. Is aware of the need for privacy.

- Uses sexual language and talks about sexual acts with peers.
- May look at sexual pictures including internet images.
- Masturbates in private.
- Experiments sexually with adolescents of similar age.

The following are age-specific signs and indicators of sexual abuse:

### **Infancy to pre-school**

- Talking about sexual acts or using sexually explicit language.
- Having sexual contact with other children.
- Using toys or other objects in a sexual way.
- Becoming withdrawn or very clingy.
- Physical signs such as anal or vaginal soreness or an unusual discharge.

### **Middle childhood**

- Masturbating in public.
- Showing adult-like sexual behaviour or knowledge.
- Using toys or other objects in a sexual way.
- Becoming withdrawn or very clingy.
- Physical signs such as anal or vaginal soreness or an unusual discharge.

### **Adolescence**

- Masturbating in public.
- Having sexual contact with younger children or older adults.
- Pregnancy when the child does not have a boyfriend.
- Sexually transmitted diseases.

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## Neglect

It is important to remember that some children are very picky eaters whilst others may refuse to wear a coat regardless of how cold it is outside. A child may also appear to be underweight, but is, in fact, naturally thin.

Some of the most obvious signs of neglect (e.g. children being thin, dirty or not wearing a coat) are not in themselves indicators of abuse. However, if, over time, it is clear that a

child is not receiving an adequate level of care and supervision appropriate to their age, it may indicate that the child is being neglected. The following are general and age-specific signs of neglect.

General signs of neglect for children of all age groups:

- medical needs are not being met: not being registered with a G.P.; not being taken to the dentist despite having obvious dental problems; failing to ensure that the school has a child's medication, e.g. asthma inhalers
- not taking the child to see a doctor when they are ill or have been injured.

There are other signs and indicators of neglect that are age-specific.

### **Infancy to pre-school**

- Frequent and untreated nappy rash.
- Child has numerous accidental injuries and the explanations given suggest a lack of supervision.
- Immunisations are not up to date.
- Child is significantly underweight but eats well when observed.

### **Middle childhood**

- Child has poor school attendance and punctuality and is often picked up late at the end of the day.
- A child is frequently tired at school due to a lack of routine at home (e.g. regular bedtimes).
- Parents are unsupportive and uninterested in the child's education or behaviour.
- A child frequently appears to be hungry and does not have a packed lunch or school lunches arranged.

### **Adolescence**

- A child is often tired at school due to a lack of routine at home (e.g. regular bedtimes).
- A child frequently appears to be hungry and does not have a packed lunch or money to buy food.
- Parents are dismissive and non-responsive to professional concerns (e.g. the need for medical care or taking action over bullying).

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## Emotional abuse

It is important to remember that some children are naturally open and affectionate whilst others are quieter and more self-contained. Children also develop at different rates from one another and some may be slightly more or less advanced than other children in their age group. Mood swings and challenging behaviour are also a normal part of growing up for teenagers and children going through puberty. Be alert to behaviours which appear to be out of character for the individual child.

The following signs may indicate emotional abuse for children of all age groups:

- inappropriate knowledge of 'adult' matters such as sex, alcohol and drugs
- extreme emotional outbursts
- regularly experiencing nightmares or sleep difficulties.

There are other signs and indicators of emotional abuse that are age specific.

### **Infancy to pre-school**

- Over-affectionate towards strangers or people they haven't known for very long.
- Lacks confidence and is often wary or anxious.
- Displays lack of attachment to parent, e.g. when being taken to or collected from nursery etc.
- Is frequently aggressive or nasty towards other children and animals.

### **Middle childhood**

- Frequently soils the bed.
- Language and behaviour are not socially appropriate.
- Struggles to control strong emotions.
- Shows lack of attachment to a parent.
- Lacks social skills and has few if any friends.
- Self-harms, e.g. scratching, head banging.