

WIGMORE SCHOOL POLICY

2.9 Safeguarding and Child Protection Policy

Safeguarding contacts within Wigmore School

Headteacher	Dean Curtis
Designated Safeguarding Lead (DSL):	Amanda Townsend (Assistant Headteacher)
Designated Safeguarding Lead (DSL): (Nursery)	Lisa Lyness (Nursery)
Deputy Designated Safeguarding Lead (DDSL):	Sarah Steer (High School)
Designated School governor for safeguarding:	Jackie Jackson

Other key contacts

MASH (Multi Agency Safeguarding hub)	01432 260800
HSCB (Herefordshire Safeguarding children board)	01432 260100
	http://westmidlands.procedures.org.uk/
Out of hours Emergency Duty Team	01905 768020
LADO (Local Authority Designated Officer)	01432 261708
West Mercia Police	0300 333 3000

PLEASE NOTE: Unless circumstances dictate otherwise, any concerns you may have about a child's welfare or safety in relation to the remit and content of this policy should at all times be referred to the Designated Safeguarding person who will advise you on the action necessary to safeguard pupil welfare.

Safeguarding and Child Protection Policy and Procedures

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Terminology

Safeguarding and promoting the welfare of children refers to the process of protecting children from abuse or neglect, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

Child protection refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

Staff refers to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity.

Child refers to all young people who have not yet reached their 18th birthday.

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

1. Introduction

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: 'Working Together to Safeguard Children' 2015, Revised Safeguarding Statutory Guidance 2 'Framework for the Assessment of Children in Need and their Families' 2000, 'What to do if You are Worried a Child is Being Abused' 2015. The guidance reflects, 'Keeping Children Safe in Education' 2016.

2. Policy Statement and Principles

Wigmore School's core safeguarding principles are:

- The school is committed to ensuring the safety and wellbeing of all children regardless of age, gender, culture, race, language, religion or sexual identity.
- Safer children make more successful learners; we will ensure pupils know that there are adults in the school whom they can approach if they are worried or in difficulty and include in the curriculum, activities and opportunities which equip pupils with the skills they need to stay safe from abuse
- All staff have equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm. We will establish and maintain an environment where young people feel secure and are encouraged to talk, and are listened to.
- The school will work with other agencies in Herefordshire to ensure that children are safeguarded and ensure all staff are trained in order to recognise signs of abuse and neglect and handle disclosures from children

Policy statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in this policy apply to all staff and governors and are consistent with those of Herefordshire Safeguarding Board (HSCB).

3. Policy Aims

- To provide all staff with the necessary information to enable them to meet their child protection responsibilities
- To ensure consistent good practice
- To demonstrate the school's commitment with regard to child protection to pupils, parents and other partners

The school will endeavour to support the pupil through:

- the content of the curriculum to encourage self-esteem and self-motivation;
- the school ethos which:
 - a. promotes a positive, supportive and secure environment
 - b. gives pupils a sense of being valued;
- the school's behaviour policy which emphasises the importance of a supportive environment. All staff will adopt a consistent approach which focuses on the behaviours of the offence committed by the child, but does not damage the pupil's sense of self-worth;
- communication - sharing information and concerns; CAF- Liaison with other agencies who support the student such as Social Services, Child and Adolescent Mental Health Services, the Educational Psychology Service, Behaviour Support Services and the Education Welfare Service;
- information sharing: Help lines listed in KS4 planner and on Healthy School board; (Secondary site)

4. Roles and Responsibilities

The governing body ensures that the school has:

- A DSL for child protection who is a member of the senior leadership team and who has undertaken training in inter-agency working, in addition to basic child protection training
- A safeguarding and child protection policy and procedures that are consistent with HSCB requirements, reviewed annually and made available to parents on request
- Procedures for dealing with allegations of abuse made against members of staff and volunteers including allegations made against the Headteacher that comply with guidance from the local authority and locally agreed interagency procedures
- A safer recruitment procedures that include statutory checks on staff and volunteers suitability to work with children
- A training strategy that ensures all staff, including the Headteacher, receive child protection training, with refresher training at two yearly intervals. The DSL receives refresher training at two yearly intervals.
- Arrangements to ensure that all temporary staff and volunteers are made aware of the school's arrangements for child protection.

The governing body:

- Ensures the head teacher remedies without delay any deficiencies or weaknesses in regard to child protection arrangements that are brought to his attention.
- Nominates a member (normally the chair) to be responsible for liaising with the local authority and other agencies in the event of an allegation being made against the Headteacher.

The Headteacher:

- Ensures that the safeguarding and child protection policy and procedures are implemented and followed by all staff
- Allocates sufficient time and resources to enable the DSL and deputy to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings
- Ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing procedures
- Ensures that pupils' safety and welfare is addressed through the curriculum.

The Designated Safeguarding Lead:

Manages referrals

- Refers a child if there are concerns about suspected abuse to Herefordshire council via MASH, and acting as a focal point for staff to discuss concerns. Referrals are made in writing and sent via the secure Anycomms system, following a telephone call using the Multi Agency Referral Form (MARF).
- Ensures that they attend case conferences, core groups, or other multi-agency planning meetings, contributes to assessments and provide a report which has been shared with the parents.
- Refers cases to the CHANNEL programme where there is a radicalisation concern through the Warwickshire and West Mercia Police CHANNEL (Prevent) Referral Form.
- Refers cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring service.
- Refers cases where a crime may have been committed to the Police.

Works with others

- Liaises with the Headteacher to inform him of issues, especially ongoing enquiries under Section 47 of the Children Act 1989 and any Police investigations.
- Liaises with Case Managers and Designated Officers at the Local Authority regarding child protection concerns (all cases that concern a staff member).
- Liaises with school staff on matters of safety and safeguarding. This includes when deciding whether to make a referral by liaising with relevant agencies.
- Acts as a source of support, advice and expertise for school staff.

- Provides, along with the Headteacher, an annual report for the governing body, detailing any changes to the policy and procedures, training undertaken by the Designated Safeguarding Lead, all staff and governors, the number and type of incidents/cases, and number of children on the child protection register. This information is anonymised.

Receives and provides training

- The Designated Safeguarding Lead, and Deputy, undergo training at least every two years to provide them with the knowledge and skills required to carry out the role.
- In the absence of the Designated Lead, the Deputy Designated Safeguarding Lead carries out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the Designated Lead, the Deputy will assume all of the functions of the Lead.
- The Designated Safeguarding Lead undertakes Prevent awareness training.
- In addition to formal training the Designated Safeguarding Lead's knowledge and skills is refreshed through regular updates from HSCB, MASH Education Team, being part of Herefordshire DSL Network, resources published through My Concern and E-Safety Support subscriptions through the year.

This is to allow the Designated Safeguarding Lead to:

- Understand the assessment process for providing Early Help and intervention e.g. through local shared assessment processes such as Early Help.
- Have a working knowledge of how the Local Authority conducts Child Protection case conferences, review conferences and be able to attend and contribute to these effectively.
- Ensure that each member of staff, especially new and part-time staff, has access to and understands the school's Child Protection Policy and procedures.
- Organise Child Protection induction for new staff, and update training at least every three years for all school staff. This is done during September Professional Development days. Safeguarding Updates are provided during the year on new safeguarding developments.
- Be alert to the specific needs of children in need, including those with SEND and Young Carers.
- Keep detailed, accurate and secure written records of concerns and referrals.
- Understand and support the school with the requirement of the Prevent Duty and provide advice and support to staff on protecting children from the risk of radicalisation.
- Access resources and attend relevant or refresher training courses.
- Encourage a culture of staff listening to children, taking account of their wishes and feelings in any measures that the school puts in place to protect children.

Raise awareness

The Designated Safeguarding Lead:

- Ensures the school's Child Protection Policy is known, understood and used appropriately.
- Ensures that the Child Protection Policy is reviewed at least annually, the procedures and implementation are updated and reviewed regularly and works with the Governing Body regarding this.
- Ensures that the Child Protection Policy is available publicly and that parents are made aware of the fact that referrals about suspected abuse may be made and the role of the school in this process.
- Has links with Herefordshire Safeguarding Children Board (and other providers) so that staff are aware of training opportunities and the latest local safeguarding policies.

Maintains Child Protection records

The Designated Safeguarding Lead:

- Keeps written records of concerns about a child even if there is no need to make an immediate referral.
- Ensures that when children leave school their Child Protection file is transferred to the new setting as soon as possible. This is transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt,
- Ensures that copies of all Child Protection records are kept confidentially and securely until a child's 25th birthday.
- Ensures that any pupil currently with a Child Protection Plan who is absent from school without explanation for two days is referred to their key worker's Social Care Team.

5. Supervision

The Headteacher meets with the DSL and Deputy DSL at least half termly to provide supervision. This is extended to other pastoral roles. This is in accordance with Working Together to Safeguard Children (2016) that states that organisations should provide “appropriate supervision and support for staff, including undertaking safeguarding training.”

6. Recognising signs of abuse (see appendix 1 for full list of indicators of abuse)

Recognising child abuse can be difficult. The indicators listed in appendix 1 are not the only signs and many indicators can have reasonable explanations. Staff should observe, note and collaborate with information. Staff should take note of not only major incidents but also signals which make them feel concerned or suspicious.

Everyone has a responsibility to report suspected or alleged abuse

7. What to do with concerns

- From September 2017 any concern should be recorded using My Concern. (See My Concern → Resources → Local Policies → *My Concern and the Whole Child* and *Safeguarding Update 1 September 2017*).
- All concerns should be logged immediately and without delay. If an urgent situation occurs, staff should inform the DSL immediately in person or by phone.
- If My Concern is unavailable please use the Green Safeguarding sheets. These are available in the Staff Room, Catering Manager’s office, Caretaker’s cupboard and within trips packs. These should be passed to the DSL without delay. All green concern sheets will be logged onto My Concern by the DSL. Examples when My Concern may not be available include:
 - Internet is down
 - Supply staff
 - Staff without a school email account
 - School trips without access to the internet
- The DSL should consult the Herefordshire levels of need document (summary diagram in Appendix 2) to decide on action to take and if necessary make a referral via MASH.

8. Current safeguarding concerns

(The following Safeguarding issues are all considered to be child Protection issues and should be referred immediately to the most relevant agency. The issues featured below are linked to guidance and local procedures which can be found on the Herefordshire Safeguarding Children’s board website).

- **Child Sexual Exploitation (CSE)** - National experiences and specific local intelligence highlight the need for the continued prioritisation of Sexual Exploitation and Trafficking as a key priority action area for Herefordshire Safeguarding Children Board. Any concerns regarding sexual exploitation will be referred to Herefordshire social care and West Mercia police at once. Schools are well placed to teach pupils how to make positive choices and informed decisions in their relationships so that they can protect themselves from sexual exploitation. Positive relationships with school staff encourage children to disclose any worries about their own safety or the safety of another pupil. We promote healthy friendships and relationships through our whole school ethos, Child Protection (Safeguarding) and Behaviour policies, our anti-bullying work, our Social, Moral, Spiritual & Cultural Education and Life Skills programme as well as our tutoring and mentoring programmes.
- **Children Missing from Education (CME)** - If any pupil is absent for 10 consecutive school days

(two weeks) and no reasonable explanation has been provided, a referral will be made to the LA identifying them as a child missing from education. For further information, please see Wigmore School's Primary and High School attendance policies.

- **Sexting** – Is the exchange of self-generated sexually explicit images over the internet, through mobile picture images or webcams. These may be *aggravated* or *experimental* in nature and the consequences of sexting can have devastating effects on the lives of young people. Wigmore School actively promotes good education on the negative impact of sexting on the lives of children, through our Life Skills programme and excellent relationships with Outside Agencies.
- **Preventing Radicalisation** – Our separate '**Preventing Radicalisation Statement**' is part of our commitment to keeping children safe. Since the 'Education and Inspections Act 2006' schools have a duty to promote community cohesion. Over the last few years, global events have led to a growth of extremist viewpoints, including advocacy of violent extremism. Schools have an important part to play in both educating children and young people about extremism and recognising when pupils start to become radicalised. In March 2015, new statutory duties were placed on schools by the Counter Terrorism and Security Act (2015) which means they must work to prevent children being drawn into extremism. Safeguarding children from all risks of harm is an important part of a school's work and protecting them from extremism is one aspect of that.
- **Honour based violence**
 - **Female Genital mutilation (FGM)** - This is against the law yet for some communities it is considered a religious act and cultural requirement. It is illegal for someone to arrange for a child to go abroad with the intention of having her circumcised. If any of the above areas of concern is brought to the attention of Wigmore School we will report those concerns to the appropriate agency in order to prevent this form of abuse taking place. ***It is the statutory duty of each teacher to personally report to the Police any incident where FGM appears to have been carried out on a girl under the age of 18. Staff must also report all concerns to the DSL.***
 - **Forced Marriage** – Forced Marriage is recognised as a form of domestic abuse and should therefore trigger child protection procedures within school. A forced marriage is one without the consent of both parties. This is not the same as an arranged marriage, where family may take an active part in choosing a partner; this is entered into freely by both parties.
- **Peer-on-peer abuse** - Wigmore School recognises the importance of being alert to peer-on-peer abuse. We actively seek to reduce the likelihood of peer-on-peer abuse. We have a strongly embedded ethos of respect, friendship and kindness with a clear Behaviour and Anti-Bullying Policies which detail expectations and consequences for unacceptable behaviour. We educate all pupils about healthy relationships through our Curriculum, Assemblies, Life Skills and Active Tutoring programmes. We recognise that children may engage in age appropriate sexual play and experimenting as a normal and healthy part of growing up. However the presence of one or more of the following points in situations where there has been sexual activity between children should always trigger Safeguarding Concern:
 - There is an age difference of two years or more between the children
 - One of the children is significantly more dominant than the other
 - One of the children is significantly more vulnerable than the other e.g. in terms of disability, confidence, physical strength
 - There is use of threats, bribes or coercion to secure compliance or to maintain secrecy

9. Factors which may increase vulnerability

The following are factors which may increase children's vulnerability:

- Special Educational Needs & Disability (SEND) – children with SEND may face additional barriers such as
 - Assumptions that possible indicators maybe attributed to a child's disability e.g. injury and behaviour
 - Being disproportionately affected by bullying without outwardly showing any signs
 - Barriers to communication

- Looked-after children – the DSL/Designated Teacher for LAC maintains close links with relevant Virtual Headteacher.
- Parents who misuse drugs or alcohol
- Domestic violence
- Oppression or discrimination
- Parental mental illness
- Extreme religious or cultural practices
- Chaotic, unsettled or transient lifestyles
- Lack of parental control

10. Allegations made against staff

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

All Staff should be aware of the school's own Behaviour policy.

- We understand that a pupil may make an allegation against a member of staff.
- If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Headteacher.
- The Headteacher on all such occasions will discuss the content of all allegations of abuse with the Local Authority Designated Officer (LADO) in a timely manner.
- If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult the LADO, without notifying the Headteacher first
- The school will follow the HSCB procedures for managing allegations against staff. Under no circumstances will we send a child home, pending such an investigation, unless this advice is given exceptionally, as a result of a consultation with the LADO.
- Suspension of the member of staff, excluding the Headteacher, against whom an allegation has been made, needs careful consideration, and the Headteacher will seek the advice of the LADO and Personnel Consultant in making this decision.
- In the event of an allegation against the Headteacher, the decision to suspend will be made by the Chair of Governors with advice as above.
- We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the school, they should speak in the first instance, to the LADO following the Whistleblowing Policy.
- Whistleblowing in relation to the Headteacher should be made to the Chair of the Governing Body whose contact details are readily available to staff.

<i>The telephone number for the NSPCC Whistleblowing helpline is 0800 028 0285</i>

11. Safer recruitment

Our school endeavours to ensure that we do our utmost to employ 'safe' staff (See School Safer Recruitment policy). At least one member of every appointments panel will have completed Safer Recruitment training (statutory requirement). Our School will always ensure that there are sufficient numbers of suitably trained staff or governors in post.

Safer recruitment means that all applicants will:

- complete an application form

- provide two referees, including at least one who can comment on the applicant's suitability to work with children
- provide evidence of identity and qualifications
- be checked in accordance with the Disclosure and Barring Service (DBS) regulations as appropriate to their role
- be interviewed.
- All new members of staff will undergo an induction that includes familiarisation with the school's safeguarding and child protection policy and identification of their child protection training needs.
- All staff sign to confirm they have received a copy of the child protection policy.

12. Record keeping

The DSL keeps safeguarding concern records for pupils where there is a referral to MASH securely and separately to all other pupil files. All safeguarding files have a chronology which is kept up to date by the DSL. All closed cases are reviewed after one term and then a year to ensure there are no further concerns regarding the pupil.

13. Referrals

Impact of abuse

The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

Taking action

Key points for staff to remember for taking action are:

- in an emergency take the action necessary to help the child, for example, call 999
- report your concern to the DSL immediately
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- Log concern on My Concern without delay.
- seek support for yourself if you are distressed.

If you are concerned about a pupil's welfare

There will be occasions when staff may suspect that a pupil may be at risk, but have no 'real' evidence. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical but inconclusive signs may have been noticed. In these circumstances, staff should always inform the DSL. The signs they have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill. It is fine for staff to ask the pupil if they are OK or if they can help in any way. Staff must log all concerns on to My Concern. If the pupil does begin to reveal that they are being harmed, staff must follow the advice below and if at all possible take the child to the DSL immediately. Otherwise, following an initial conversation with the pupil, if the member of staff remains concerned, they must discuss their concerns with the DSL.

If a pupil discloses to you

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, the staff member will need to let the pupil know that they must pass the information on – staff are not allowed to keep secrets. The point at which they tell the pupil this is a matter for professional judgement. If they jump in immediately the pupil

may think that they do not want to listen, if left until the very end of the conversation, the pupil may feel that they have been misled into revealing more than they would have otherwise.

During their conversations with the pupils staff will:

- allow them to speak freely
- remain calm and not overreact – the pupil may stop talking if they feel they are upsetting their listener
- give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’
- not be afraid of silences – staff must remember how hard this must be for the pupil
- **under no circumstances ask investigative questions** – such as how many times this has happened, whether it happens to siblings too, or what does the pupil’s parent think about all this
- at an appropriate time tell the pupil that in order to help them, the member of staff must pass the information on
- not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused
- avoid admonishing the child for not disclosing earlier. Saying things such as ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be the staff member’s way of being supportive but may be interpreted by the child to mean that they have done something wrong
- tell the pupil what will happen next. Encourage the pupil to go to see the DSL with you. Otherwise let them know that you will go to see the DSL and pass on the information
- log their conversation as soon as possible using My Concern.
- seek support if they feel distressed

Notifying parents

The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure. However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children’s social care.

Referral to children’s social care

The DSL will make a referral as soon as possible by telephone to MASH, The DSL will then complete the Multi – Agency referral form and send to children’s social care if it is believed that a pupil is suffering or is at risk of suffering significant harm.

The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

14. Confidentiality and sharing information

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that being released into the public domain does not compromise evidence. Staff must only discuss concerns with the Designated Safeguarding Lead, Headteacher or chair of governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a ‘need-to-know’ basis.

Child protection information will be stored and handled in line with Data Protection Act 1998 principles.

Information is:

- processed for limited purposes
- adequate, relevant and not excessive
- accurate
- kept no longer than necessary
- processed in accordance with the data subject’s rights
- secure
- Record of concern forms, pupil safeguarding files and any other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

Every effort will be made to prevent unauthorised access, and sensitive information should not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. If it is necessary to store child protection information on portable media, such as a pen drive or portable hard drive, these items will be encrypted and also be kept in locked storage. Child protection information will be stored separately from the pupil's school file and the school file will be 'tagged' to indicate that separate information is held.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the Headteacher or DSL.

The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child. The school's policy on confidentiality and information-sharing is available to parents and pupils on request.

15. Links to other policies and guidance

Our policies on behaviour and anti-bullying are reviewed annually by the governing body. These policies are available to parents on request.

All staff have a copy of the Wigmore School Safeguarding and Child protection working document in addition to this policy for reference to at any time.

Further guidance on specific issues such as sexual exploitation and CAF is available via the HSCB website.

The School also has Screen, Search and Confiscation and Positive Restraint Statements which are available from the school.

Please also refer to our Preventing Radicalisation Statement.

16. Professional disagreement and escalation process

Following a referral to social care via MASH if the DSL disagrees with the outcome of the referral the HSCB escalation procedures will be followed (see West Midlands Safeguarding Children Procedures <http://westmidlands.procedures.org.uk>).

17. Other contacts in school

Chair of Governors	Steve Chilman
Single Central Register	Alison MacArthur
E-Safety Co-ordinator	Vikki Jones
Attendance	Sarah Steer
Designated Teacher for Looked After Children	Amanda Townsend
SENCo	Amanda Townsend
Young Carers Champion	Amanda Townsend
Health & Safety	Alison MacArthur

Some Signs and Signals

Indicators of Physical Abuse

- Fractures, particularly spiral
- Cigarette burns
- Burn and scald marks
- Human bite marks
- Bilateral bruised eyes
- Fingertip bruising – particularly round the mouth in a young child (force feeding)
- Bruises on face, upper arm, shoulders and neck, consistent with gripping
- Bruising in sites not easily injured
- Frequent 'accidents'
- Unusual cuts or marks
- Unusual pattern of symptoms – injuries that coincide with contact with a specific person
- Unexplained or untreated injuries

Behavioural Observations which may be linked to Physical Abuse

- Parents not leaving the side of an injured child
- Unnaturally Compliant with parents/guardians
- Distrust of adults
- Aggressive play/conduct problems
- Preoccupation with own body and health
- Account of injuries inconsistent with appearance / account changes
- Unusual degree of parental hostility
- Unusual lack of parental concern
- Injuries at different stages of healing
- Reluctant to undress and participate in sport

Indicators of Neglect

- Lack of basic warmth, hygiene, food etc
- Growth failure
- Developmental delay
- Excessive hunger
- Inadequate clothing
- Very poor appearance – skin, hair, nails, scruffy, unwashed, headlice
- Poor hygiene
- Marked drop in weight
- Untreated illness or injury
- Other physical conditions resulting from inadequate care
- Withdrawn

Behavioural Observations which may be linked to Neglect

- Tired and apathetic presentation
- Poor attendance
- Parents with mental health/drug/alcohol problems
- Evidence of failure to protect a child from exposure to danger
- Compulsive scavenging/stealing
- Poor achievement

Indicators of Emotional Abuse

- Fear, anxiety, depression, despair
- Extreme lack of self esteem
- Poor achievement and concentration
- Physical, mental and emotional development lag

- Sudden speech disorders
- Neurotic behaviour (rocking, hair twisting, thumb sucking etc.)
- Self harming
- Over compliant and passive behaviour
- Dominating and controlling behaviour
- Compulsive scavenging/stealing
- Running away

Behavioural Observations which may be linked to Emotional Abuse

- Poor relationships
- Emotional rejection of a child
- Scapegoating of child by family members
- Child subjected to constant blaming, criticism or ridicule
- Child racially abused by family members
- Breakdown of parental relationship with chronic, bitter conflict over contact/residencies
- Major and repeated family changes (separations, reconstitutions of family)
- Constant changes of carers
- Domestic violence
- Child is responsible for caring for other children/adults
- Parental chaotic use of drugs/alcohol or involvement in seriously deviant lifestyles
- Bizarre parental beliefs
- Parent/carer with serious physical/ psychiatric illness

NB All categories of abuse contain elements of emotional abuse

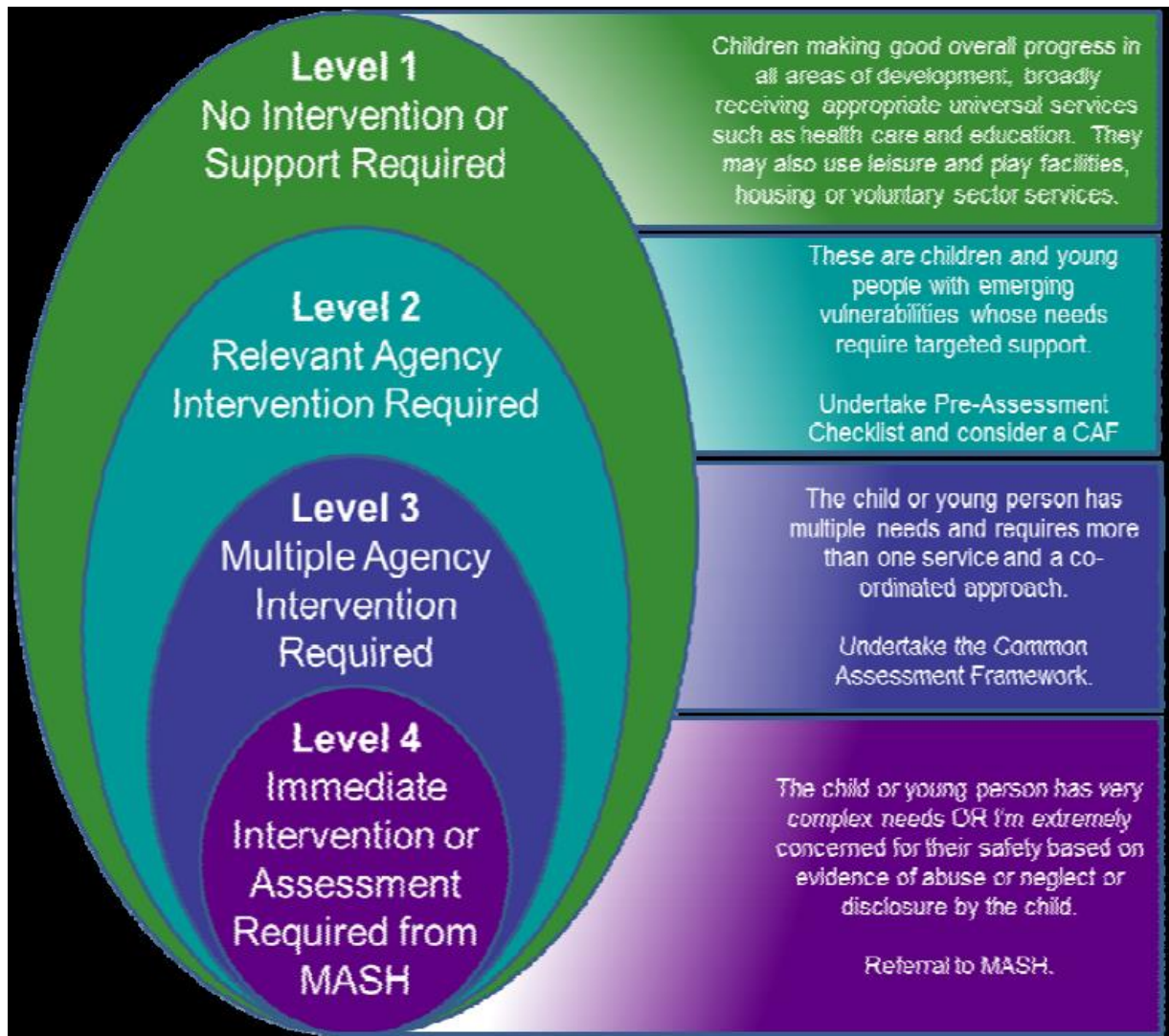
Indicators of Sexual Abuse

- Damage to genitalia, anus or mouth
- Bruising/scratching or other injuries in 'sexual' areas (lips, breasts etc)
- Sexually transmitted infections/diseases
- Urinary tract infections
- Soreness/itching/discharge or pain on toileting
- Recurrent abdominal pain, headaches
- Psychosomatic features
- Pregnancy, especially where the father is unknown
- Severe eating disorders in older children
- Self harming behaviour
- Sudden apparent change in personality

Behavioural Observations which may be linked to Sexual Abuse

- A child who hints at sexual activity/uncomfortable secrets
- Inappropriate sexual behaviour to other children or adults / preoccupation with sex
- Inappropriate(particularly for age) and repeated sexual play, talk, drawings
- Regressive behaviour (wetting)
- Lack of trust in significant adults / avoiding certain people
- Running away
- Arriving at school early/reluctance to go home

Herefordshire Levels of Need



Green concern sheet to be used if My Concern is unavailable
(e.g. supply, canteen and cleaning staff and on some trips)



Record of Safeguarding Concern

Name of person registering a concern: _____

Name of child to which concern relates: _____

Nature of concern:

Action taken by person completing concern:

Place this form in Amanda Townsend's tray in school office, either inside an envelope or folded over and stapled.

Email atownsend@wigmore.hereford.sch.uk to confirm that you have completed this form.

DSP action:

Acknowledged receipt of concern with person completing form.

Signature of person completing form _____ Date _____

Signature of DSP(Amanda Townsend) _____ Date _____

Also seen by Headteacher (Dean Curtis) _____ Date _____

All concerns made by members of staff are dealt with accordingly by the Designated Safeguarding Person at Wigmore School (Amanda Townsend), who pass on information to relevant agencies. Please do not presume you will receive detailed feedback.