



MEDINA HOUSE SCHOOL

Child Protection and Safeguarding Policy

School Name:	Medina House School
Designated Safeguarding Lead:	Julie Stewart
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Designated Governor for Safeguarding:	Matt Atkins (Chair of Governors)
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Signed by Chair of Governors	
Signed by Headteacher	
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Statement of intent

Medina House School is committed to safeguarding and promoting the welfare, both physical and emotional, of every pupil both inside and outside of the school premises.

This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance.

It will be achieved by:

- Creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.

- Educating pupils on how to keep safe and to recognise behaviour that is unacceptable.

- Identifying and making provision for any pupil that has been subject to abuse.

- Ensuring that members of the governing board, the headteacher and staff members understand their responsibilities under safeguarding legislation and statutory guidance, and are alert to the signs of child abuse and know to refer concerns to the designated safeguarding lead (DSL).

- Ensuring that the headteacher and any new staff members and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.

- Completing the annual LA Safeguarding Audit and address any issues it raises in an action plan.

- Completing any audits distributed by LSCB e.g. Safeguarding Disabled Childrens Audit (Oct 2015)

- Providing a safe environment where everyone has a voice and the right to be listened to, heard and respected, and which gives every child the appropriate support to achieve and enjoy being part of the community.

Medina House School has two Designated Safeguarding Lead's (DSL):
Julie Stewart (Headteacher) and Alex Augustus (Deputy Headteacher).

In the absence of the DSL's, child protection matters will be dealt with by Jane Tavares (senior teacher and member of SMT) who has done DSL training.

1. Definition

1.1. For the purpose of this policy, Medina House School will define “safeguarding and protecting the welfare of children” as:

Protecting pupils from maltreatment.

Preventing the impairment of pupils’ health or development.

Ensuring that pupils grow up in circumstances consistent with the provision of safe and effective care.

Taking action to enable all pupils to have the best outcomes.

2. Legal framework

2.1. This policy has consideration for, and be is compliant with, the following legislation and statutory guidance:

Legislation

The Children Act 1989

The Children Act 2004

The Education Act 2002

The Education (Health Standards) (England) Regulations 2003

The Safeguarding Vulnerable Groups Act 2006

School Staffing (England) Regulations 2009 (As amended)

The Equality Act 2010

The Protection of Freedoms Act 2012

The Education (School Teachers’ Appraisal) (England) Regulations 2012 (as amended)

The Children and Families Act 2014

The Sexual Offences Act 2003

The Education (Pupil Registration) (England) Regulations 2006 (as amended)

Statutory guidance

HM Government (2014) ‘Multi-agency practice guidelines: Handling cases of Forced Marriage’

DfE (2015) ‘Working together to safeguard children’

DfE (2015) ‘What to do if you’re worried a child is being abused’

DfE (2015) ‘Information sharing’

DfE (2015) ‘The Prevent duty’

DfE (2016) ‘Keeping children safe in education’

DfE (2016) ‘Disqualification under the Childcare Act 2006’

DfE (2017) ‘Child sexual exploitation’

3. Roles and responsibilities

3.1. The governing board has a duty to:

Ensure that the school complies with its duties under the above child protection and safeguarding legislation.

Guarantee that the policies, procedures and training opportunities in the school are effective and comply with the law at all times.

Guarantee that the school contributes to inter-agency working in line with the statutory guidance Working Together to Safeguard Children 2015.

Confirm that the school's safeguarding arrangements take into account the procedures and practice of the LA as part of the inter-agency safeguarding procedures established by the local safeguarding children board (LSCB).

Comply with its obligations under section 14B of the Children Act 2004 to supply the LSCB with information to fulfil its functions.

Ensure that a member of the governing board is nominated to liaise with the LA and/or partner agencies on issues of child protection, and in the event of allegations of abuse made against the headteacher or other governor.

Guarantee that there are effective child protection policies and procedures in place together with a staff code of conduct.

Ensure that there is a senior board level lead responsible for safeguarding arrangements.

Appoint a member of staff from the senior leadership team (SLT) to the role of DSL as an explicit part of the role-holder's job description – there should always be cover for the DSL.

Make sure that pupils are taught about safeguarding, including protection against dangers online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.

Adhere to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required.

Guarantee that volunteers are appropriately supervised.

Make sure that at least one person on any appointment panel has undertaken safer recruitment training.

Ensure that all staff members receive safeguarding and child protection training updates, such as e-bulletins, emails and staff meetings, as required, but at least annually.

Certify that there are procedures in place to handle allegations against members of staff or volunteers.

Confirm that there are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned.

Guarantee that there are procedures in place to handle allegations against other pupils.

Make sure that pupils' wishes or feelings are taken into account when determining what action to take, and what services to provide to protect individual pupils.

Guarantee that there are systems in place for pupils to express their views and give feedback.

Establish an early help procedure and inform all staff of the procedures it involves.

Appoint a designated teacher to promote the educational achievement of looked after children (LAC) and ensure that this person has undergone appropriate training.

Ensure that the designated teacher works with the virtual school head to discuss how the pupil premium funding can best be used to support LAC.

Introduce mechanisms to assist staff in understanding and discharging their roles and responsibilities.

Make sure that staff members have the skills, knowledge and understanding necessary to keep LAC safe, particularly with regard to the pupil's legal status, contact details and care arrangements.

Put in place appropriate safeguarding responses for pupils who go missing from school, particularly on repeat occasions, to help identify any risk of abuse and neglect, including sexual abuse or exploitation, and prevent the risks of their disappearance in future.

Ensure that all members of the governing board have been subject to an enhanced DBS check.

3.2. The headteacher has a duty to:

Safeguard pupils' wellbeing and maintain public trust in the teaching profession.

Ensure that the policies and procedures adopted by the governing board, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff members.

Provide staff with the Child Protection and Safeguarding Policy, Staff Behaviour Policy, information regarding the role of the DSL and part one of the Keeping Children Safe in Education (KCSIE) 2016 guidance at induction.

3.3. The DSL has a duty to:

Refer all cases of suspected abuse to Children's Social Care and to the LA designated officer (LADO) for child protection concerns, the DBS, and the police in cases where a crime has been committed.

Refer cases of radicalisation to the Channel programme.

Liaise with the headteacher and our governor with a responsibility for safeguarding to inform him/her of safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.

Act as a source of support, advice and expertise to staff members on matters of safeguarding by liaising with relevant agencies.

Understand the assessment process for providing early help and intervention.

Support staff members in liaising with other agencies and setting up inter-agency assessment where early help is deemed appropriate.

Keep cases of early help under constant review and refer them to the Children's Social Care if the situation does not appear to be improving.

Have a working knowledge of how LAs 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's Child Protection and Safeguarding Policy and procedures – this will be discussed during the staff induction process.

Be alert to the specific requirements of children in need, including those with special educational needs and disabilities (SEND) and young carers.

Be able to keep detailed, accurate and secure records of concerns and referrals.

Obtain access to resources and attend any relevant training courses.

Encourage a culture of listening to children and taking account of their wishes and feelings.

Work with the governing board to ensure the school's Child Protection and Safeguarding Policy is reviewed annually and the procedures are updated regularly and issue updated policies to all staff and ensure they read and understand them.

Ensure that the school's Child Protection and Safeguarding Policy is available publicly, and that parents/carers are aware that the school may make referrals for suspected cases of abuse or neglect, as well as the role the school plays in these referrals.

Link with the local LSCB to make sure that staff members are aware of the training opportunities available and made aware of the latest local policies on safeguarding.

Ensure that a pupil's child protection file is copied when transferring to a new school.

Be available at all times during school hours to discuss any safeguarding concerns.

NB. The school will determine what "available" means, e.g. it may be appropriate to be accessible by other means such as phone or Skype.

3.4. Other staff members have a responsibility to:

Safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties.

Provide a safe environment in which pupils can learn.

Maintain an attitude of 'it could happen here' where safeguarding is concerned.

Be aware of the signs of abuse and neglect.

Be aware of the early help process, and understand their role in it.

Act as the lead professional in undertaking an early help assessment, where necessary.

Be aware of, and understand, the process for making referrals to Children's Social Care, as well as for making statutory assessments under the Children Act 1989 and their role in these assessments.

Support social workers to take decisions about individual children, in collaboration with the DSL.

If at any point there is a risk of immediate serious harm to a child, make a referral to Children's Social Care and/or the police immediately.

Be aware of and understand the procedure to follow in the event that a child confides they are being abused or neglected.

Support social workers in making decisions about individual children, in collaboration with the DSL.

Maintain appropriate levels of confidentiality when dealing with individual cases, and always act in the best interest of the child.

Follow the school's procedure for, and approach to, preventing radicalisation as outlined in the Prevent Risk Assessment.

4. Child Protection Procedures

4.1. Medina House School total communication approaches will be applied to these procedures as appropriate to ensure the child has a voice and is empowered to understand the process (e.g. AAC, Makaton, BSL, symbols). This will also apply to interactions with parents with SEND.

1. **You have a concern about a child / young person's wellbeing**, based on:
 - a. Something the child / young person / parent has told you
 - b. Something you have noticed about the child's behaviour, health, or appearance
 - c. Something another professional said or did

Even if you think your concern is minor, the DSL may have more information that, together with what you know, represents a more serious worry about a child.

It is never your decision alone how to respond to concerns – but it is always your responsibility to share concerns, no matter how small.

2. **Decide whether you need to find out more** by asking the child / young person, or their parent to clarify your concerns, being careful to use open questions:

...beginning with words like: 'how', 'why', 'where', 'when', 'who'?

once you have decided to let the DSL know do not continue to question the child

3. **Let the child / young person / parent know what you plan to do next** if you have heard a disclosure of abuse or you are talking with them about your concerns. Do **not** promise to keep what s/he tells you secret.

...for example, 'I am worried about your bruise and I need to tell Mrs Smith so that she can help us think about how to keep you safe'

4. **Inform the DSL immediately.** If the DSL is not available, inform their Deputy. If neither are available, speak another senior member of staff. If there is no other member of staff available, you must make the referral yourself.
5. **Make a written record** on Medina House concern sheet pro-forma as soon as possible after the event, noting:
 - a. Name of child
 - b. Date, time and place and event
 - c. Who else was present
 - d. What was said / What happened / What you noticed
... speech, behaviour, mood, drawings, games or appearance
 - e. If child or parent spoke, record their words rather than your interpretation
 - f. Analysis of what you observed & why it is a cause for concern
 - g. You should note the date and time you make the record and sign this record. The sooner you do this after 5 b the more weight it will hold.
 - h. Written record **must** be given to DSL as soon as possible
6. The DSL may **take advice from the Hants Direct Service. The Professional Line is 0845 002 0095. The DSL will write actions they took on the concern sheet and record on CPOMS.**
7. The DSL makes the **referral to Hants Direct**
The referral will note all previous intervention by the school with the child, any relevant history relating to the child, their siblings or the family.
8. The **DSL shares information with other relevant professionals**, eg child's social worker if there is active involvement eg from Children's Disability team, recording reasons for sharing information and ensuring that they are aware of what action the other professionals will take as a result of information shared
9. The **DSL informs parent that they have made a CP referral**, if the parent does not already know, and if there is no reason not to let them know

 ...Hants Direct may suggest to delay informing the parent in cases of suspected sexual abuse, or where informing the parent might put the child at further risk, to prevent the child being harmed or intimidated (and retracting their disclosure)
 ...or in cases of suspected Fabricated or Induced Illness by proxy, the parent is not informed that this is being considered
10. The **DSL remains in close communication with other professionals around the child / young person** and with the family, in order to share any updates about the child / young person

- 4.2. If a child protection investigation (547) is pursued, the DSL and other key school staff will:

Work closely and collaboratively with all professionals involved in the investigation, to keep the child / young person safe

Attend a child protection conference when invited and provide updated information about the child on LSCB pro-forma.

Attend any subsequent child protection review conferences.

Attend core group meetings and take an active role in the implementation of the protection plan.

Support the child as required in any interviews with involved agencies e.g police/social care e.g facilitating communication by signing/provision of symbols.

5. Inter-agency working

- 5.1. Medina House School contributes to inter-agency working as part of its statutory duty.
- 5.2. The school will work with Children's Social Care, the police, health services and other services to protect the welfare of its pupils, through the early help process and by contributing to inter-agency plans to provide additional support.
- 5.3. The school recognises the importance of information sharing between professionals and local agencies in order to effectively meet pupils' needs.
- 5.4. In light of the above, staff members are aware that whilst the Data Protection Act 1998 places a duty on schools to process personal information fairly and lawfully, it is not a barrier to sharing information where failure to do so would result in the pupil being placed at risk of harm.
- 5.5. Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of pupils.
- 5.6. The school also recognises the particular importance of inter-agency working in identifying and preventing child sexual exploitation (CSE).

6. Abuse and neglect

- 6.1. All members of staff will be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be given a specific label and, as such, multiple issues often overlap one another.
- 6.2. All members of staff will also be aware of peer-on-peer abuse, most likely to include actions such as bullying, gender based violence, sexual assaults and sexting.
- 6.3. All staff will be aware of the actions involving peer-on-peer abuse, and the necessary procedures to follow to prevent such abuse, as outlined in the school's Anti-Bullying Policy.

- 6.4. All staff will be aware of the behaviours linked to drug taking, alcohol abuse, truancy and sexting, and will understand that these put pupils in danger.

7. Types of abuse and neglect

- 7.1. Abuse: A form of maltreatment of a child which involves inflicting harm or failing to act to prevent harm. Children may be abused in a family, institutional or community setting by those known to them, or, more rarely, by others, e.g. via the internet.
- 7.2. Physical abuse: A form of abuse which may involve actions such as hitting, throwing, burning, drowning and poisoning, or otherwise causing physical harm to a child. Physical abuse can also be caused when a parent/carer fabricates the symptoms of, or deliberately induces, illness in a child.
- 7.3. Emotional abuse: A form of abuse which involves the emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. This may involve telling a child they are worthless, unloved, inadequate, not giving them the opportunities to express their views, deliberately silencing them, or often making them feel as though they are in danger.
- 7.4. Sexual abuse: A form of abuse which involves forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, and whether or not the child is aware of what is happening. This may involve penetrative assault, such as touching, or non-penetrative actions, such as looking at sexual images or encouraging children to behave in inappropriate ways.
- 7.5. Neglect: A form of abuse which involves the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of a child's health or development. This may involve providing inadequate food, clothing or shelter, or the inability to protect a child from physical or emotional harm, or ensure access to appropriate medical treatment.

8. Female genital mutilation (FGM)

- 8.1. For the purpose of this policy, "female genital mutilation", commonly referred to as FGM, is defined as the partial or total removal of the external female genitalia, or any other injury to the female genital organs.
- 8.2. All staff will be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. If staff members are worried about someone who is at risk of FGM or who has been a victim of FGM, they are required to share this information with social care or the police.
- 8.3. Teachers are personally required to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a girl under the age of 18. Teachers failing to report such cases will face disciplinary action.

8.4. NB. The above does not apply to any suspected or at risk cases, nor if the individual is over the age of 18. In such cases, local safeguarding procedures will be followed.

8.5. There are a range of potential indicators that a pupil may be at risk of FGM. While individually they may not indicate risk, if two or more indicators are present, this could signal a risk to the pupil.

8.6. Victims of FGM are most likely to come from communities that are known to adopt this practice. It is important to note that the pupil may not yet be aware of the practice or that it may be conducted on them, so it is important for staff to be sensitive when broaching the subject.

8.7. Indicators that may show a heightened risk of FGM include the following:

- The position of the family and their level of integration into UK society
- Any girl with a mother or sister who has been subjected to FGM
- Any girl withdrawn from personal, social and health education (PSHE)

8.8. Indicators that may show FGM could take place soon:

- The risk of FGM increases when a female family elder is visiting from a country of origin
- A girl may confide that she is to have a 'special procedure' or a ceremony to 'become a woman'
- A girl may request help from a teacher if she is aware or suspects that she is at immediate risk
- A girl, or her family member, may talk about a long holiday to her country of origin or another country where the practice is prevalent

8.9. It is important that staff look for signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin.

8.10. Indicators that FGM may have already taken place include the following:

- Difficulty walking, sitting or standing
- Spending longer than normal in the bathroom or toilet
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems
- Prolonged or repeated absences from school followed by withdrawal or depression
- Reluctance to undergo normal medical examinations
- Asking for help, but not being explicit about the problem due to embarrassment or fear

8.11. Teachers will not examine pupils, and so it is rare that they will see any visual evidence, but they will report to the police where an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also consider and discuss any such case with the DSL and involve Children's Social Care as appropriate.

8.12.FGM is also included in the definition of 'honour-based' violence (HBV), which involves crimes that have been committed to defend the honour of the family and/or community, alongside forced marriage and breast ironing.

8.13.All forms of HBV are forms of abuse, and will be treated and escalated as such.

8.14.Staff will be alert to the signs of HBV, including concerns that a child is at risk of HBV, or has already suffered from HBV, and will activate local safeguarding procedures if concerns arise.

9. Forced marriage

9.1. For the purpose of this policy, a "forced marriage" is defined as a marriage that is entered into without the full and free consent of one or both parties, and where violence, threats or any other form of coercion is used to cause a person to enter into the marriage. Forced marriage is classed as a crime in the UK.

9.2. As part of HBV, staff will be alert to the signs of forced marriage, including, but not limited to, the following:

Becoming anxious, depressed and emotionally withdrawn with low self-esteem

Showing signs of mental health disorders and behaviours such as self-harm or anorexia

Displaying a sudden decline in their educational performance, aspirations or motivation

Regularly being absent from school

Displaying a decline in punctuality

An obvious family history of older siblings leaving education early and marrying early

9.3. If staff members have any concerns regarding a child who may have undergone, is currently undergoing, or is at risk of, forced marriage, they will speak to the DSL and local safeguarding procedures will be followed.

10. Child sexual exploitation (CSE)

10.1.For the purpose of this policy, "child sexual exploitation" is defined as: a form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person into sexual activity, for either, or both, of the following reasons:

a) In exchange for something the victim needs or wants

b) For the financial advantage or increased status of the perpetrator or facilitator

10.2.CSE does not always involve physical contact, as it can also occur online. It is also important to note that a child can be sexually exploited even if the sexual activity appears consensual.

10.3. Medina House School has adopted the following procedure for handling cases of CSE, as outlined by the DfE:

1. Identifying cases

School staff members are aware of and look for the key indicators of CSE; these are as follows:

- Going missing for periods of time or regularly going home late
- Regularly missing lessons
- Appearing with unexplained gifts and new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Undergoing mood swings or drastic changes in emotional wellbeing
- Displaying inappropriate sexualised behaviour
- Suffering from sexually transmitted infections or becoming pregnant
- Displaying changes in emotional wellbeing
- Misusing drugs or alcohol

2. Referring cases

Where CSE, or the risk of it, is suspected, staff will discuss the case with the dedicated member of staff for child protection. If after discussion a concern still remains, local safeguarding procedures will be triggered, including referral to the LA.

3. Support

The LA and all other necessary authorities will then handle the matter to conclusion. The school will cooperate as needed.

11. Preventing radicalisation

11.1. Protecting children from the risk of radicalisation is part of the school's wider safeguarding duties.

11.2. Medina House School will actively assess the risk of pupils being drawn into terrorism.

11.3. Staff will be alert to changes in pupils' behaviour which could indicate that they may be in need of help or protection.

11.4. Staff will use their professional judgement to identify pupils who may be at risk of radicalisation and act appropriately, which may include making a referral to the Channel programme. The school will work with the LSCB as appropriate.

11.5. The school will ensure that they engage with parents/carers and families, as they are in a key position to spot signs of radicalisation. In doing so, the school will assist and advise family members who raise concerns, and provide information for support mechanisms.

11.6. Any concerns over radicalisation will be discussed with a child's parents/carers, unless the school has reason to believe that the child would be placed at risk as a result.

Training

11.7. The DSL will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect children against the risk of radicalisation. The DSL will hold formal training sessions with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

Risk indicators

11.8. Indicators of an identity crisis:

Distancing themselves from their cultural/religious heritage

Uncomfortable with their place in society

11.9. Indicators of a personal crisis:

Family tensions

A sense of isolation

Low self-esteem

Disassociation from existing friendship groups

Searching for answers to questions about identity, faith and belonging

11.10. Indicators of vulnerability through personal circumstances:

Migration

Local community tensions

Events affecting their country or region of origin

Alienation from UK values

A sense of grievance triggered by personal experience of racism or discrimination

11.11. Indicators of vulnerability through unmet aspirations:

Perceptions of injustice

Feelings of failure

Rejection of civic life

11.12. Indicators of vulnerability through criminality:

Experiences of dealing with the police

Involvement with criminal groups

Making a judgement

11.13. When making a judgement, staff will ask themselves the following questions:

Does the pupil have access to extremist influences?

Does the pupil access the internet for the purposes of extremist activities (e.g. using closed network groups, accessing or distributing extremist material, contacting covertly using Skype)?

Is there a reason to believe that the pupil has been, or is likely to be, involved with extremist organisations?

Is the pupil known to have possessed, or be actively seeking, extremist literature/other media likely to incite racial or religious hatred?

Does the pupil sympathise with or support illegal/illicit groups?

Does the pupil support groups with links to extremist activity?

Has the pupil encountered peer, social, family or faith group rejection?

Is there evidence of extremist ideological, political or religious influence on the pupil?

Have international events in areas of conflict and civil unrest had a noticeable impact on the pupil?

Has there been a significant shift in the pupil's outward appearance that suggests a new social, political or religious influence?

Has the pupil come into conflict with family over religious beliefs, lifestyle or dress choices?

Does the pupil vocally support terrorist attacks; either verbally or in their written work?

Has the pupil witnessed or been the victim of racial or religious hate crime?

Is there a pattern of regular or extended travel within the UK?

Has the pupil travelled for extended periods of time to international locations?

Has the pupil employed any methods to disguise their identity?

Does the pupil have experience of poverty, disadvantage, discrimination or social exclusion?

Does the pupil display a lack of affinity or understanding for others?

Is the pupil the victim of social isolation?

Does the pupil demonstrate a simplistic or flawed understanding of religion or politics?

Is the pupil a foreign national or refugee, or awaiting a decision on their/their family's immigration status?

Does the pupil have insecure, conflicted or absent family relationships?

Has the pupil experienced any trauma in their lives, particularly trauma associated with war or sectarian conflict?

Is there evidence that a significant adult or other person in the pupil's life has extremist views or sympathies?

11.14.Critical indicators include where the pupil is:

In contact with extremist recruiters.

Articulating support for extremist causes or leaders.

Accessing extremist websites.

Possessing extremist literature.

Using extremist narratives and a global ideology to explain personal disadvantage.

Justifying the use of violence to solve societal issues.

Joining extremist organisations.

Making significant changes to their appearance and/or behaviour.

11.15. Any member of staff who identifies such concerns, as a result of observed behaviour or reports of conversations, will report these to the DSL.

11.16. The DSL will consider whether a situation may be so serious that an emergency response is required. In this situation, a 999 call will be made; however, concerns are most likely to require a police investigation as part of the Channel programme, in the first instance.

Channel programme

11.17. Safeguarding children is a key role for both the school and the LA, which is implemented through the use of the Channel programme. This service shall be used where a vulnerable pupil is at risk of being involved in terrorist activities.

11.18. In cases where the school believes a pupil is potentially at serious risk of being radicalised, the headteacher or DSL will contact the Channel programme.

11.19. The DSL will also support any staff making referrals to the Channel programme.

11.20. The Channel programme ensures that vulnerable children and adults of any faith, ethnicity or background, receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism, and before they become involved in criminal terrorist-related activity.

11.21. The programme identifies individuals at risk, assesses the extent of that risk, and develops the most appropriate support plan for the individuals concerned, with multi-agency cooperation and support from Medina House School.

11.22. The delivery of the Channel programme may often overlap with the implementation of the LA's or school's wider safeguarding duty, especially where vulnerabilities have been identified that require intervention from social services, or where the individual is already known to social services.

Extremist speakers

11.23. The Visitors and Visiting Speakers Policy prevents speakers who may promote extremist views from using the school premises.

Building children's resilience

11.24. Medina House School will:

Provide a safe environment for debating controversial issues.

Promote fundamental British values, alongside pupils' spiritual, moral, social and cultural development.

Allow pupils time to explore sensitive and controversial issues where appropriate.

Provide pupils with the knowledge and skills to understand and manage potentially difficult situations, recognise risk, make safe choices and recognise where pressure from others threatens their personal safety and wellbeing.

Equip pupils to explore political and social issues critically, weigh evidence, debate, and make reasoned arguments.

Teach pupils about how democracy, government and law making/enforcement occurs.

Teach pupils about mutual respect and understanding for the diverse national, regional, religious and ethnic identities of the UK.

Resources

11.25. Medina House School will utilise the following resources:

The LSCB

Local police (contacted via 101 for non-emergencies)

The DfE's dedicated helpline (020 7340 7264)

The Channel awareness programme

The Educate Against Hate website

12. A child missing from education

12.1. A child going missing from school is a potential indicator of abuse or neglect and, as such, these children are increasingly at risk of being victims of harm, exploitation or radicalisation.

12.2. Staff will monitor pupils that go missing from the school, particularly on repeat occasions, and report them to the DSL following normal safeguarding procedures.

12.3. Medina House School will inform the LA of any pupil who fails to attend regularly, or has been absent without the school's permission for a continuous period of 10 school days or more.

Admissions register

12.4. Pupils are placed on the admissions register at the beginning of the first day that is agreed by the school, or when the school has been notified that the pupil will first be attending.

12.5. The school will notify the LA within five days of when a pupil's name is added to the admissions register.

12.6. The school will ensure that the admissions register is kept up-to-date and accurate at all times, and will inform parents/carers when any changes occur.

12.7. Staff will monitor pupils who do not attend the school on the agreed date, and will notify the LA at the earliest opportunity.

12.8.If a parent/carer notifies the school that their child will live at a different address, the school will record the following information on the admissions register:

The full name of the parent/carer with whom the pupil will live

The new address

The date from when the pupil will live at this address

12.9.If a parent/carer notifies the school that their child will be attending a different school, or is already registered a different school, the following information will be recorded on the admissions register:

The name of the new school

The date on which the pupil first attended, or is due to attend, that school

12.10.Where a pupil moves to a new school, the school will use the internet system school2school to securely transfer pupils' data.

12.11.In order to ensure accurate data is collected to allow effective safeguarding, the school will inform the LA of any pupil who is going to be deleted from the admission register, in accordance with the Education (Pupil Registration) (England) Regulations 2006 (as amended), where they:

Have been taken out of the school by their parents/carers, and are being educated outside the national education system, e.g. home education.

Have ceased to attend the school, and no longer live within a reasonable distance of the premises.

Have been certified by the school's medical officer as unlikely to be in a fit state of health to attend, before ceasing to be of compulsory school age, and neither he/she nor his/her parent/carer has indicated the intention to continue to attend the school after ceasing to be of compulsory school age.

Have been in custody for a period of more than four months due to a final court order and the school does not reasonably believe they will be returning to the school at the end of that period.

Have been permanently excluded.

12.12.The school will also remove a pupil from the admissions register where the school and LA has been unable to establish the pupil's whereabouts after making reasonable enquiries into their attendance.

12.13.If a pupil is to be removed from the admissions register, the school will provide the LA with the following information:

The full name of the pupil

The full name and address of any parent/carer with whom the pupil lives

At least one telephone number of the parent/carer with whom the pupil lives

The full name and address of the parent/carer with whom the pupil is going to live, and the date that the pupil will start living there, if applicable

The name of the pupil's new school and the pupil's expected start date there, if applicable

The grounds for removal from the admissions register under regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 (as amended)

12.14. The school will work with the LA to establish methods of making returns for pupils back into the school.

12.15. The school will highlight to the LA where they have been unable to obtain necessary information from parents/carers, e.g. where an address is unknown.

12.16. The school will also highlight any other necessary, contextual information, including safeguarding concerns.

13. Pupils with special educational needs and disabilities (SEND)

13.1. The school recognises that as all pupils at Medina House School are SEND they face additional safeguarding challenges, and understands that further barriers may exist when determining abuse and neglect in this group of pupils.

13.2. Staff will be aware of the following:

Certain indicators of abuse such as behaviour, mood and injury may relate to the pupil's disability without further exploration

Pupils with SEND can be disproportionately impacted by things like bullying, without outwardly showing any signs

Communication barriers may exist, as well as difficulties in overcoming these barriers. Therefore, total communication strategies will be used at all times.

13.3. When reporting concerns or making referrals for pupils with SEND, the above factors will always be taken into consideration.

14. Concerns about a pupil

14.1. Concerns about a pupil do not include those in immediate danger and so must be handled differently.

14.2. If a staff member has any concerns about a pupil, they will raise this with the DSL or, if necessary, refer the case to specialist or early help services.

14.3. If a referral is made about a child by anyone other than the DSL, the DSL will be informed as soon as possible.

14.4. The LA will make a decision regarding what action is required within one working day of the referral being made, and will notify the referrer.

14.5. Staff are required to monitor a referral if they do not receive information from the LA regarding what action is necessary for the pupil.

14.6.If the situation does not improve after a referral, the DSL will ask for reconsideration to ensure that their concerns have been addressed and that the situation improves for the pupil.

14.7.If early help is appropriate, the case will be kept under constant review. If the pupil's situation does not improve, a referral will be considered.

14.8.All concerns, discussions and decisions made, as well as the reasons for those decisions, will be recorded in writing by the DSL and kept securely in a locked cabinet in the headteacher's office. The DSL will then log them on CPOMS.

14.9.If a pupil is in immediate danger, a referral will be made to Children's Social Care and/or the police straight away.

14.10.Where there are safeguarding concerns, the school will ensure that the pupil's wishes are always taken into account, and that there are systems available for pupils to provide feedback and express their views.

14.11.An inter-agency assessment will be undertaken where a child and their family could benefit from coordinated support from more than one agency. These assessments will identify what help the child and family require in preventing needs escalating to a point where intervention would be needed.

15. Concerns about staff members and safeguarding practices

15.1.If a staff member has concerns about another member of staff then this will be raised with the headteacher.

15.2.If the concern is with regards to the headteacher, this will be referred to the chair of governors.

15.3.Any concerns regarding the safeguarding practices at Medina House School will be raised with the SLT, and the necessary whistleblowing procedures will be followed, as outlined in the [Whistleblowing Policy](#).

15.4.Any allegations of abuse made against staff members will be dealt with in accordance with the school's [Allegations of Abuse Against Staff Policy](#).

16. Allegations of abuse against other pupils

16.1.All staff will be aware that pupils are capable of abusing their peers, and will never tolerate abuse as "banter" or "part of growing up".

16.2.The school is aware that peer-on-peer abuse can be manifested in many different ways, including sexting and gender issues, such as girls being sexually touched or assaulted, and boys being subjected to hazing/initiation type of violence, which aims to cause physical, emotional or psychological harm.

- 16.3. All allegations of abuse made against other pupils and the disciplinary action necessary will be dealt with in accordance with the procedures outlined in the school's [Anti-Bullying and Harassment Policy](#).
- 16.4. The DSL will be informed of any allegations of abuse against other pupils, who will record the incident in writing and decide what course of action is necessary, with the best interests of the pupil in mind at all times.
- 16.5. If appropriate, a referral may be made to children's social services and, depending on the nature of the incident, the police.
- 16.6. The DSL will decide which safeguards, if any, are necessary for the pupil, e.g. counselling support or immediate protection.
- 16.7. In all cases, parents/carers will be informed of the incident and how it is being managed, unless doing so would put the pupil at further risk of harm.
- 16.8. In order to prevent peer-on-peer abuse, the school will educate pupils about abuse, its forms, the importance of discussing any concerns and respecting others, through the curriculum, assemblies and PSHE lessons regularly.
- 16.9. The school will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, sex and relationship education (SRE) and group sessions.

17. Online safety

- 17.1. Medina House School will ensure that suitable filtering systems are in place to prevent children accessing terrorist and extremist material, in accordance with the school's [E-Safety Policy](#).
- 17.2. The use of mobile phones by staff and pupils is closely monitored by the school.
- 17.3. The school will ensure that the use of filtering and monitoring systems does not cause "over blocking" which may lead to unreasonable restrictions as to what pupils can be taught regarding online teaching.

18. Safer recruitment

- 18.1. An enhanced DBS check with barred list information will be undertaken for all staff members engaged in regulated activity. A person will be considered to be in 'regulated activity' if, as a result of their work, they:

Are responsible on a daily basis for the care or supervision of children.

Regularly work in the school at times when children are on the premises.

Regularly come into contact with children under 18 years of age.

Pre-employment checks

18.2. The governing board will assess the suitability of prospective employees by:

Verifying the candidate's identity, preferably from current photographic ID and proof of address except where, for exceptional reasons, none is available.

Obtaining a certificate for an enhanced DBS check with barred list information where the person will be engaged in regulated activity.

Obtaining a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available.

Checking that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, using the [Teacher Services' System](#).

Verifying the candidate's mental and physical fitness to undertake their working responsibilities, including asking relevant questions about disability and health to establish whether they have the physical and mental capacity for the specific role.

Checking the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, the advice set out on the [Gov.UK](#) website will be followed.

If the person has lived or worked outside the UK, making any further checks that the school considers appropriate; this includes checking for any teacher sanctions or restrictions that an EEA professional regulating authority has imposed.

Checking professional experience and qualifications as appropriate.

18.3. A DBS certificate will be obtained from candidates before or as soon as practicable after appointment. An online update check may be undertaken through the DBS update service if an applicant has subscribed to it and gives their permission.

18.4. An enhanced DBS certificate and barred list check will be obtained for all trainee teachers.

18.5. An enhanced criminal records DBS check will be carried out on for each member of the governing board.

18.6. The school will refer to the DBS anyone who has harmed a child, poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity. A supervised volunteer who regularly teaches or looks after children is not in regulated activity.

18.7. For those who have lived or worked outside of the UK, additional checks regarding teacher sanctions or restrictions will be conducted; this includes checking for any teacher sanctions or restrictions that an EEA professional regulating authority has imposed.

Barred list check

18.8. An enhanced DBS check may be requested for anyone working in the school that is not in regulated activity, but not with a barred list check.

18.9.If there are concerns about an applicant, an enhanced DBS check with barred list information may be requested, even if he/she has worked in regulated activity in the three months prior to appointment.

18.10.Written information about their previous employment history will be obtained from candidates and the appropriate checks undertaken to ensure information is not contradictory or incomplete.

References

18.11.References will be obtained directly from referees and scrutinised, with all concerns satisfactorily resolved prior to confirmation of employment.

18.12.References will be sought on all short-listed candidates, including internal ones, before interview and checked on receipt to ensure that all specific questions were answered satisfactorily.

18.13.Information about past disciplinary action or allegations will be considered carefully when assessing an applicant's suitability for a post.

18.14.Checks will be conducted to ensure that the contractor presenting themselves for work is the same person on whom the checks have been made.

Volunteers

18.15.All volunteers will complete an application form and references will be sought.

18.16.No volunteer will be left unsupervised or allowed to work in regulated activity until the necessary checks have been obtained.

18.17.An enhanced DBS certificate with barred list check will be obtained for all new volunteers in regulated activity that will regularly teach or look after children on an unsupervised basis or provide personal care on a one-off basis.

18.18.An enhanced DBS certificate will be obtained for new volunteers not in regulated activity.

18.19.The school will consider obtaining an enhanced DBS certificate with barred list check for existing volunteers that provide pastoral care.

18.20.Unless there is cause for concern, the school will not request a DBS certificate with barred list check for other unsupervised volunteers that are continuing with their current studies, as the volunteer should already have been checked.

18.21.A risk assessment will be undertaken for volunteers not engaged in regulated activity when deciding whether to seek an enhanced DBS check.

18.22.The school will ensure that policies and procedures are in place to protect pupils from harm during work experience placements.

18.23.The school will ensure that any contractor or employee of the contractor working on the premises has been subject to the appropriate level of DBS check.

18.24.Contractors without a DBS check will be supervised if they will have contact with children. The identity of the contractor will be checked upon their arrival at the school.

18.25.DBS certificates will be securely destroyed as soon as practicable, but not retained for longer than six months from receipt, as outlined in The Data Protection Act 1998.

18.26.A copy of the other documents used to verify the successful candidate's identity, right to work and required qualifications will be kept for the personnel file.

19. Single central record (SCR)

19.1.The school keeps an SCR which records all staff, including supply staff and teacher trainees on salaried routes, who work at the school.

19.2.The following information is recorded on the SCR:

An identity check

A barred list check

An enhanced DBS check

A prohibition from teaching check

A check of professional qualifications

A check to determine the individual's right to work in the UK

Additional checks for those who have lived or worked outside of the UK

19.3.For supply staff, the school will also record whether written confirmation from the employment business supplying the member of staff has been received, which indicates that all of the necessary checks have been conducted and the date that confirmation was received.

19.4.If any checks have been conducted for volunteers, this will also be recorded on the SCR.

20. Staff suitability

20.1.Medina House School will ensure that staff and volunteers are not disqualified from doing so under the Childcare (Disqualification) Regulations 2009.¹

20.2.A person may be disqualified if they:

Have certain orders or other restrictions placed upon them.

Have committed certain offences.

- 20.3. Live in the same household as someone who is disqualified by virtue of one or two of the above reasons (known as disqualification by association).
- 20.4. All staff members are required to sign the [declaration form](#) provided in the appendices of this policy confirming that they are not disqualified from working in a schooling environment.
- 20.5. A disqualified person will not be permitted to continue working at the school, unless they apply for and are granted a waiver from Ofsted. The school will provide support with this process.

21. Training

- 21.1. All staff members will undergo local safeguarding and child protection training at induction and gain level 2 safeguarding within the first term of employment. All staff will receive updates as appropriate.
- 21.2. All staff members will also receive regular safeguarding and child protection updates as required, but at least annually.
- 21.3. Staff will receive opportunities to contribute towards and inform the safeguarding arrangements in the school.
- 21.4. The DSL will undergo updated child protection training every two years, as well as additional training to refresh their skills and knowledge at regular intervals (at least annually) to allow them to keep up with any developments relevant to their role.
- 21.5. The DSL will also undergo regular Prevent awareness training which will enable them to understand and support the school with regards to the Prevent duty, and equip them with the knowledge needed to advise staff.
- 21.6. The deputy DSL will also undergo the same training as the DSL and, therefore, will be trained to the same standard, though ultimately, the DSL will lead safeguarding practices at the school.
- 21.7. Online training will also be conducted for all staff members as part of the overall safeguarding approach.

22. Supporting Schools Provision

- 22.1. Many other aspects of school provision support the aims of this policy. Schools play an important role in making children and young people aware both of behaviour towards them that is not acceptable, and of how they can help keep themselves safe.
- 22.2. The non-statutory framework for personal, social and health education (PSHE) provides opportunities for children and young people to learn about keeping safe. PSHE curriculum materials provide resources that enable schools to tackle issues regarding healthy relationships, including domestic violence, bullying and abuse. Discussions about personal safety and keeping safe can reinforce the message that

any kind of violence is unacceptable, let children and young people know that it is acceptable to talk about their own problems, and signpost sources of help.

22.3. Other aspects of provision that support this policy are:

Social and Emotional Aspects of Learning (SEAL)

Citizenship Curriculum

Sexual Health Initiatives

School Nurse checks

ELSA sessions

23. Use of Force, Restraint and Positive Handling

23.1. The law forbids a teacher or other members of staff from using any degree of physical contact that is deliberately intended to punish a pupil, or that is primarily intended to cause pain or injury or humiliation.

23.2. Teachers at a school are allowed to use reasonable force to control or restrain pupils under certain circumstances. In some circumstances, teachers and authorised members of staff can restrain pupils in order to protect them and others. For more information, see our Positive Handling and Behaviour and Discipline Policies.

23.3. Any concerns or allegations that a member of staff may have acted inappropriately should be brought to the headteacher immediately, in confidence. The Headteacher, in turn, will contact the Local Authority Designated Officer (LADO).

24. Staff Conduct

24.1. In order to protect children, young people and members of staff, we require staff to follow our professional code of conduct. This covers appropriate dress, the use of appropriate boundaries, social contact outside setting (including on social networking sites), the receiving and giving of gifts and favouritism, and the safe use of technology.

Being alone with the child / young person

Physical contact / restraint

Social contact outside setting / appropriate boundaries

Gifts & favouritism

Behaviour management

Intimate care

Safe use of technology (Security / Internet / mobile phones / digital images of children, etc)

Appropriate use of social networking sites

24.2. Appropriate and safe staff conduct is supported in the following policies:

Allegations of Abuse Against Staff Policy
Central record of recruitment and vetting checks Policy
Single Equality Policy
Safe Working Policy
Whistle Blowing Policy
Lone Working Policy

25. Safe Handling

25.1. Some of the pupils at Medina House require adult help to move eg due to complex difficulties and many require physical assistance throughout the day eg with personal care activities. There are also some occasions where it is deemed necessary (as a final resort) to use physical restraint to ensure safety for a child(ren), staff, member of the public.

25.2. We address the safeguarding risks around such activities in the following ways:

Manual Handling

All new staff have moving children safely and hoist training within a week of starting their post.

All staff have annual 'Moving Children Safely' refresher training in September.

All class based and relevant non classed based staff have hoist training.

All children who need to be moved have a manual handling risk assessment which is updated at least annually and more often if any changes in equipment/physio/OT occur.

All children with complex difficulties are assessed by the OT for slings to ensure they are hoisted as soon as possible (rather than being lifted). Appropriate class teams are trained by the OT or physio for specific equipment that children are transferred to and specific hoisting guidelines are produced for every child who needs them.

TWO people are required for EVERY manouvre using a hoist

[See Moving and Handling Policy](#)

Intimate Care

All staff will follow strict guidelines and protocols when carrying out personal care tasks with children.

[See Intimate Care Policy and Safer Working Practices Policy](#)

Behaviour/Restraint

All new staff receive the agreed positive behavioural management (including P I) training as soon as possible and definitely within their 1st term

Subsequently, all staff receive refreshers within statutory time scales.

Any child displaying challenging behaviour will have a behaviour plan written and a behaviour risk assessment in place – with restraint protocol if deemed necessary within a responsive strategy plan. All plans will be shared with parents/carers.

As appropriate, the EP service will be used to assess children and offer advice and support.

There is an appointed behaviour coordinator (Rachel Hayden) who advises staff on behaviour strategies

[See Policy on care and control of pupils and IOW guidelines for use of physical restraint in schools](#)

Health and Safety

At Medina House all staff will follow health and safety procedures and protocols to ensure that the environment is safe at all times

The LA safeguarding audit is completed and signed off by governors on an annual basis

Risk Assessments are completed for all classrooms and potentially hazardous activities/substances (COSSH)

Off site risk assessments are carried out and approved by the Headteacher/Education Visits Coordinator (EVC) in line with LA guidelines

All pupils have an individual risk assessment which is completed at the beginning of every school year and updated as appropriate

Appropriate training is provided for staff eg first aid to meet statutory requirements

Fire Safety – All staff are made aware of fire safety procedures and a termly fire drill is carried out – with actions taken to improve procedures should any issues arise

[See Health and Safety Policies and Risk Assessment File](#)

Security

Medina House provides a secure site with a swipe system on the front door. All staff have a swipe card and wear photo ID.

All visitors are required to sign in at reception, using our Vis-ited system and are asked to read our safeguarding information

All visitors are required to wear a visitor's badge (with photo), which contains safeguarding information.

All staff are expected to challenge an unfamiliar person walking around school and /or alert the Headteacher.

Contractors will normally work out of school hours but should an emergency situation mean they need to be in school when children are present, they will be accompanied and the area will be evacuated of children

[See Child Protection Policy and Safe Working Practices](#)

Curriculum

Safeguarding is covered in the curriculum in the following ways:

PSHE curriculum includes relevant issues such as relationships, internet safety and stranger danger

Within every subject, safe practices are taught e.g. appropriate use of PE and DT equipment

Internet Safety

Children are encouraged to use the internet in a safe way – there are symbolised safe internet rules displayed in every class and the ICT suite which teachers explain to children. Parents sign permission forms for the use of the internet on admission of their child.

[See e-safety Policy](#)

BE SAFE Programme

Medina House School has developed the 'Be Safe' programme which is taught across the school to ensure that ALL pupils are taught about appropriate physical contact and develop concepts of public and private so that they are empowered to make disclosures.

26. Prevent Duty

26.1. Staff within the school have access to support them to be able to recognise and report the signs, indicators or risks of radicalisation, child sexual exploitation or female genital mutilation. The DSL will follow the established recording and referral processes including the use of the sexual exploitation risk assessment form (SERAF) for suspected exploitation. Training is provided on the Prevent Duty to ensure that roles and responsibilities are understood to ensure adherence to the Duty. The Duty requires the school to have due regard to the need to promote British Values:

Democracy – respect for democracy and support for participation in the democratic process

The rule of law – respect for the basis in which the law is made and applies in England

Individual liberty – support for equality of opportunity for all

Mutual respect and tolerance of those with different faiths and beliefs – respect for and tolerance of different faiths and religions and other beliefs

Each year staff will receive updated training which will include the latest advice from the DFE

27. Monitoring and review

27.1. This policy is reviewed annually by the designated safeguarding lead (Headteacher).

27.2. Any changes made to this policy by the designated safeguarding lead (headteacher) will be communicated to all members of staff.

27.3. All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme.

27.4. The next scheduled review date for this policy is November 2018.

Concerns about a Pupil Flowchart

Key

School action
Other agency action

A member of staff has concerns about a pupil.

Concern sheet completed and discussed with DSL/Deputy DSL

Referral not required, and relevant action is taken, possibly including early help, and monitored locally.

Referral made if concerns escalate.

Designated safeguarding lead (DSL) makes referral to Children's Social Care, and police, if necessary.

Within one working day, social worker makes decision about the type of response required.

Pupil is in need of immediate protection – referrer informed.

Section 47 assessment under Children Act 1989 appropriate – referrer informed.

Section 17 assessment under Children Act 1989 appropriate – referrer informed.

No formal assessment needed – referrer informed

Appropriate emergency action is taken by social worker, police or NSPCC.

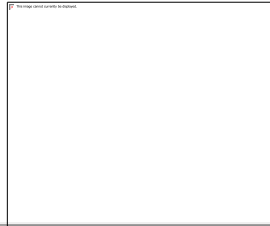
Identify the pupil at risk of significant harm – possible child protection plan needed.

Identify if pupil is in need and offer appropriate support.

Early help assessment considered, as well as other services.

Staff keep the pupil's circumstances under review and re-REFER if appropriate to ensure circumstances improve – the pupil's best interests always come first.

Appendix - B



HAMPSHIRE AND ISLE OF WIGHT CONTACT INFORMATION		
<p>< U a d g \] f Y ` 7 \] ` X Services</p>	<p>Hants CC The Castle Winchester Hants SO23 8UJ</p>	<p>Tel: 08456035620 Mon-Fri</p> <p>Tel: 08456004555 Out of Hours</p>
<p>Hants LADO</p>	<p>Safeguarding Unit Ô @ã á ! ^ } q • Á Û ^ ! ç ã ε Clarendon house Monarch way Winchester SO22 5PW</p>	<p>Tel: 01962876364</p>
<p>Council Main Switchboard</p>	<p>Isle of Wight Council High Street Newport Isle of Wight PO30 1UD</p>	<p>Tel: 01983 821000</p>
<p>Local Authority Designated Officer (for allegations)</p> <p>01983 823723</p>	<p>Paul Barnard & Jane Cook IOW Childrenq • Á Û æ ~ ^ * ~ æ ! Board, Jubilee Stores The Quay, Newport Isle of Wight PO30 1UD</p>	<p>New Referrals</p> <p>Professional Line: 03003000901</p> <p>Ú ! [~ ^ • • ã [] æ • q Á ^ { æ ã K , iowcsprofessional@hants.gov.uk</p>
<p>Isle of Wight Safeguarding Children Board Manager</p>	<p>Paul Barnard Q U Y Á Ô @ã á ! ^ } q • Á Û ε Jubilee Stores The Quay Newport Isle of Wight PO30 2EH</p>	<p>Tel: 01983 823723</p> <p>Fax: 01983 823123</p> <p>Email: paul.barnard@iow.gov.uk</p> <p>Or jane.cook@iow.gov.uk</p>
<p>Safeguarding Children Board Chair</p>	<p>Maggie Blyth IOW Safeguarding Children Board</p>	<p>Tel: 01983 814545</p> <p>Email: LSCB@iow.gov.uk</p>

Safeguarding Children Board Administration & Information Officer	Lorna Neale/Lucie Coleman IOW Safeguarding Children Board, Jubilee Stores, The Quay Newport Isle of Wight PO30 2EH	Tel: 01983 814545 Email: Lorna.neale@iow.gov.uk Lucie.coleman@iow.gov.uk
Hants 4 LSCB	Martin Smith (Board Manager) Martin.3.smith@hants.gov.uk Sam Smith/Valerie Skaf (Board Administrators) Samantha.smith@hants.gov.uk Valerie.skaf@hants.gov.uk	Tel: 08456035620 (24 hours) General Enquiries: 01962 876230 Email: hscb@hants.gov.uk
Designated Nurse Safeguarding Children	Isle of Wight NHS Primary Care Trust St Mary's Hospital Parkhurst Road Newport Isle of Wight PO30 5TG	Tel: 01983 524081
Designated Doctor Safeguarding Children	Consultant Paediatrician Paediatric - Dr Magier St Mary's Hospital Parkhurst Road Newport Isle of Wight PO30 5TG	Tel: 01983 524081
Hampshire Police	Hampshire Constabulary Police Headquarters West Hill Romsey Road Winchester Hampshire SO22 5DB	Tel: 0845 045 45 45 Please note: in an emergency call 999
Duty and Assessment Service (Advice, Referrals and Assessments)	Childrens & Family Service Floor 3 County Hall Newport Isle of Wight PO30 1UD	Tel: 01983 814374

Children's Social Care Isle of Wight	Childrens & Family Service Floor 3 County Hall Newport Isle of Wight PO30 1UD	Tel: 01983 814374
Emergency Duty Service (outside office hours)	Wightcare	Tel: 01983 821105
Hampshire Police		
Hampshire Police	Hampshire & Isle of Wight Constabulary, Kingston Crescent North End Portsmouth Hants, PO2 8BU	Tel: 0845 045 45 45 Please note: in an emergency call 999
Solent NHS Safeguarding Children Team	15-17 Cumberland House Cumberland Place Southampton SO15 2BG	Tel: 023 8071 6671
Common Contact Information		
Child Death Overview Panel		
4LSCB Child Death Overview Panel (CDOP)	Child Death Overview Panel Hampshire Safeguarding Children Board Safeguarding Unit Clarendon House Monarch Way Winchester Hampshire SO22 5PW	Tel: 01962 876356 Secure fax: 01962 834538 Secure Email: POR-PCT.CDOP@nhs.net Business Email: cdop@hants.gov.uk Web: Click here to view website
Hampshire Police		

Hampshire Police

Hampshire Constabulary
Police Headquarters
West Hill
Romsey Road
Winchester
Hampshire
SO22 5DB

Tel: 0845 045 45 45

Please note: in an emergency call 999

Appendix - C

Staff acknowledgement form

Name	<input type="text"/>
Job Title	<input type="text"/>
I have read this Child Protection Policy and I understand my role with regards to Child Protection in this setting	<input type="checkbox"/>
Signature	<input type="text"/>
Date	<input type="text"/>

Hampshire, Isle of Wight, Portsmouth & Southampton 4LSCB

**Protocol for the
management of actual or
suspected bruising in infants
who are
not independently
mobile**

Hampshire, Isle of Wight, Portsmouth & Southampton 4LSCB
Protocol for the management of actual or suspected bruising in infants
who are not independently mobile

1. Introduction

Infants who have yet to acquire independent mobility (rolling/crawling) should not have bruises without a clear explanation. Numerous serious case reviews, both locally and nationally, have identified the need for heightened concern about any bruising in any pre-mobile baby. Any bruising is likely to come from external sources and should raise child protection concerns.

2. Aim of policy

2.1 This protocol must be followed in all situations where an actual or suspected injury is noted in an infant who is not independently mobile.

2.2 This policy applies to all infants under the age of 6 months, and also to older children who are not yet crawling, bottom shuffling, pulling to stand, cruising or walking independently.

3. Target audience

3.1 All those in the 4LSCB area whose work brings them into contact with children.

4. Action to be taken on identifying actual or suspected bruising

4.1 If the infant appears seriously ill or injured;

Seek emergency treatment at an A&E department.

Notify children's services of your concerns and the child's location.

4.2 In all other cases;

4.3 Record what is seen, using a body map or line drawing if appropriate (Appendix A).

4.4 Record any explanation or other comments by the parent/carer word for word.

4.5 Inform parents/carers of your professional responsibility to follow 4LSCB policies and procedures and stress that any action by children's social care will be informed by a paediatrician's opinion,

4.6 **Refer to children's social care** who will take responsibility for further multi-agency investigation including paediatric assessment (see appendix B).

5. Action following referral

5.1 Children's social care will follow the 4LSCB safeguarding procedures.

This will include gathering background information about the family and arranging a medical opinion.

5.2 The child must be seen on the day of referral for full paediatric assessment. This must include a detailed history from the carer, review of past medical history and family history including any previous reports of bruising, and enquiry about vulnerabilities within the family.

6. Specific considerations

6.1 Birth injury: both normal births and instrumental delivery may lead to development of bruising and of minor bleeding into the white of the eye. However, staff should be alert to

the possibility of physical abuse within a hospital setting and follow this protocol if there is any doubt about the origin of the features seen.

6.2 Birthmarks: these may not be present at birth, and appear during the early weeks and months of life. Certain birthmarks, particularly Mongolian blue spots, can mimic bruising. Where there is uncertainty about the nature of a mark, the infant should be discussed with the

primary care team in the first instance.

6.3 Self inflicted injury: It is exceptionally rare for non-mobile infants to injure themselves during normal activity. Suggestions that a bruise has been caused by the infant hitting him/herself with a toy, falling on a dummy or banging against an adult's body should not be accepted without detailed assessment by a paediatrician and social worker.

6.4 Injury from other children: it is unusual but not unknown for siblings to injure a baby. In these circumstances, the infant must still be referred for further assessment, which must include a detailed history of the circumstances of the injury, and consideration of the parents' ability to supervise their children.

7. Rationale and evidence base

7.1 Bruising is the commonest presenting feature of physical abuse in children. Systematic review¹ of the literature relating to bruises in children shows that;

- Bruising is strongly related to mobility.
- Bruising in a baby who is not yet crawling, and therefore has no independent mobility, is very unusual.

Only one in five infants who is starting to walk by holding on to the furniture has bruises

Unintentional bruises in pre-mobile infants are rare, with a prevalence of <1% ('Those who don't cruise rarely bruise')

The message from this research is that Infants who have yet to acquire independent mobility (rolling/crawling) should not have bruises without a clear explanation (RCPCH child protection companion 2013).²

7.2 The National Institute for Clinical Excellence (NICE) guideline 'When to suspect child maltreatment',³ aimed at health professionals, categorises features that should lead staff to 'consider abuse' as part of a differential diagnosis, or 'suspect abuse' such that there is a serious level of concern. In relation to bruising, health professionals are advised to 'suspect abuse' and refer to children's services in the following situations:

a) If a child or young person has bruising in the shape of a hand, ligature, stick, teeth mark, grip or implement.

b) If there is bruising or petechiae (tiny red or purple spots) that are not caused by a medical condition (for example, a causative coagulation disorder) and if the explanation for the bruising is unsuitable. Examples include:

- bruising in a child who is not independently mobile
- multiple bruises or bruises in clusters
- bruises of a similar shape and size

bruises on any non-bony part of the body or face including the eyes, ears and buttocks
bruises on the neck that look like attempted strangulation
bruises on the ankles and wrists that look like ligature marks.
Ear Bruising

7.4 The NICE guideline³ also advises practitioners to 'suspect abuse' when features of injury such as bites, lacerations, abrasions, scars and thermal injuries are seen on a child who are not independently mobile and there is an unsuitable explanation.

7.5 Numerous serious case reviews, held following death or serious injury to a child in connection with abuse or neglect have identified situations where children have died because practitioners did not appreciate the significance of what appeared to be minor bruising in a non-mobile infant. National analysis of reports published as 'New learning from serious case reviews' (Department for Education 2012)⁴ reiterates the need for 'heightened concern about any bruising in any pre mobile baby....any bruising is likely to come from external sources. The younger the baby the more serious should be the concerns about how and why even very tiny bruises on any part of the child are caused'.

8. References

- 1) Core Info Cardiff Child Protection Systematic Reviews www.coreinfo.cardiff.ac.uk
- 2) Royal College of Paediatrics and Child Health Child Protection Companion 2nd Edition 2013
- 3) When to suspect child maltreatment National Collaborating Centre for Women's and Children's Health 2009 ISBN 978-1-906985-15-8
- 4) New learning from serious case reviews July 2012 ref DFE-RR226 ISBN 978-1-78105-123-8

Additional Reading

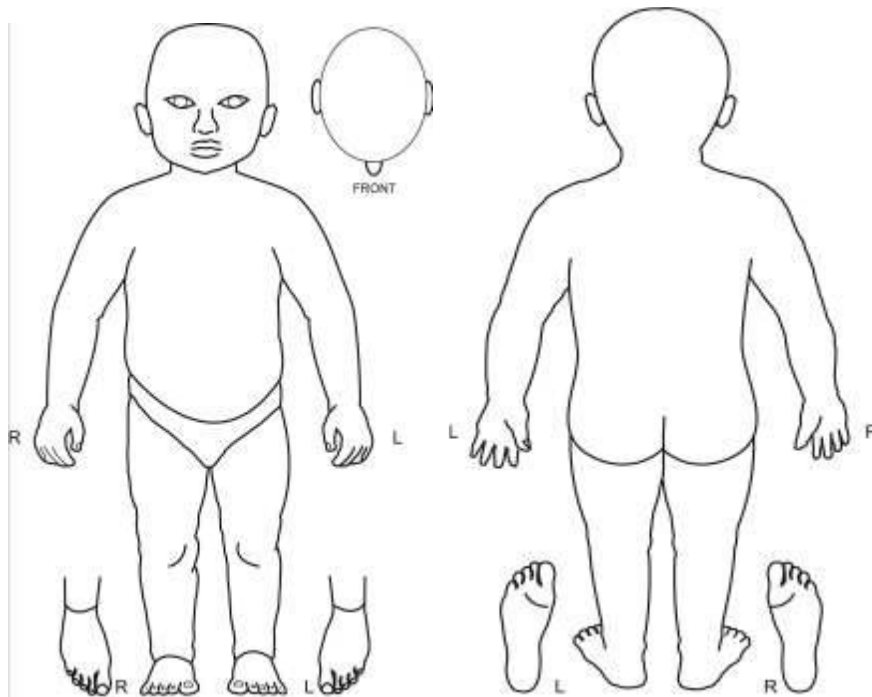
Working Together to Safeguard Children March 2013

Appendix - E

Hampshire, Isle of Wight, Portsmouth & Southampton 4LSCB
Protocol for the management of actual or suspected bruising in infants
who are not independently mobile

Appendix ~ Skin Map

Skin map and box to record name and signature



7 \] ` X Ð g ` b U a Y .

Date of birth:

Date/time of skin markings/injuries observed:

Who injuries observed by:

Information recorded:

Date:

Time:

Name: Signature:

Flow Chart for the Management of actual or suspected bruising in infants who are not independently mobile

Practitioner observes bruise

Suspect child maltreatment

An infant who is seriously ill or injured refer immediately to hospital.

Book into paediatric department

Accurately record what is seen and explanation/comments by parents/carers

Explain to the family the reason for an immediate referral to

paediatric department

Refer to a multi-agency assessment and information sharing.

Same day paediatric assessment will be undertaken

Follow 4LSCB procedures

Contact details for the following departments:

	Hampshire	Southampton	Portsmouth	Isle of Wight
Office Hours	0845 603 5620	023 8083 3336	023 9283 9111	0300 300 0117
Other times	0845 600 4555	023 8023 3344	0845 600 4555	0845 600 4555

If you have answered YES to any of the questions above, please provide further information below:

.....
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.....
.....
.....
.....

I understand my responsibility to safeguard children and am aware that I must notify the head teacher of anything that may affect my suitability or that of anyone living in my household.

I will ensure I notify the head teacher immediately of any changes to my situation or that of anyone living in my household.

I am aware that if I am taking medication on a regular basis I must notify the head teacher, and must keep the medication in a safe place, out of the reach of children.

I will ensure that I notify the head teacher if I experience any health concerns which could impact upon my ability to work with children.

I give permission for you to contact any previous settings, local authority staff, the police, the DBS, or any medical professionals, to share information about my suitability to care for children.

Signed.....
Date.....

(Name in block capitals).....

Head teacher (signature)J Stewart.....

Date.....

Head teacher . please record follow-on action taken, where relevant

.....
.....
.....
.....
.....
.....
.....
.....
.....

Signed.....
Date action taken.....
Head teacher

What Is Neglect?

Neglect is the persistent failure to meet a child's basic and essential needs.

Children need adequate food, water, shelter, warmth, protection and health care and they need their carers to be attentive, dependable and kind.

Neglect can have a debilitating and long-lasting effect on a child's physical wellbeing, and on their mental, emotional and behavioural development. In some cases the effects can cause permanent disabilities and in severe cases, death.

If you are worried or unsure that a child may be suffering, or have suffered harm, neglect or abuse, please contact

Hants Direct on 0300 300 0117

There are many reasons why neglect happens, some adults find it difficult to organise their lives, leading to a chaotic home life for children. Some adults do not understand the needs of their children and some find it difficult to show their feelings, neglecting their child's emotional needs. Some children are more vulnerable to neglect such as children who are in care or who live with families with cases of domestic abuse, drug or alcohol misuse or parents with mental health problems.

Signs that a child could be suffering neglect include:

- Living in an inadequate home environment
- Being left alone for a long time
- Being persistently ignored by parents or carers
- Poor appearance and delayed development
- Taking on the role of carer for other family members

Physical Effects of neglect may include:

- Poor muscle tone, prominent joints
- Poor skin, rashes, sores, flea bites
- Thin or swollen tummy

Poor hygiene, like being dirty or smelly
Untreated health problems such as bad teeth
Unwashed clothing
Inadequate clothing, like not having a coat in winter

Emotional and behavioural effects may include:

Difficulties with school work
Missing school
Being anxious about or avoiding people
Difficulty in making friends
Being withdrawn
Anti-social behaviour
Drug or alcohol misuse

None of the signs outlined above would indicate for certain that a child is being neglected but children who are persistently and severely neglected may be in danger.

Some parents and carers simply need more resources and support to properly care for their children, but some have more complex problems. In both cases, they need help from professionals.

If you feel you need further help and support yourself or if you believe a child is being neglected, please contact **Hants Direct** on **0300 300 0117**

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