



Believe Achieve Succeed

St Peter's C of E (Aided) Primary School

Little Green Lane, Farnham, Surrey, GU9 8TF

☎: 01252 714115 Fax: 01252 721215

✉: info@stpeters-farnham.surrey.sch.uk

www.stpeters-farnham.surrey.sch.uk



Our Vision Statement

"At St Peter's we have high expectations where everyone achieves and succeeds within a safe, inclusive Christian community. We promote independence, respect and empathy. Through an exciting curriculum, children are inspired to become lifelong learners and active world citizens."

CHILD PROTECTION POLICY

Person Responsible:	Children & Learning Committee
Date Adopted:	Autumn Term 2018
Next review:	Autumn Term 2019
Status:	Statutory
Review Period:	Annual
Ratified by Governors:	Autumn Term 2018
Reviewed by:	Designated Safeguarding Lead

Introduction

Everyone in the education service shares an objective to help keep children and young people safe by contributing to:

- providing a safe environment for children and young people to learn in education settings;
- identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in the education setting.

Safeguarding Children and Safer Recruitment in Education - November 2006

Section 175 of the Education Act 2002 puts a statutory responsibility on the governing body to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school.

We recognise that all adults (paid and volunteers) at St Peter's C of E Primary School have a full and active part to play in protecting and safeguarding the children in our care, and that children's' welfare is our paramount concern.

This policy takes into account the Surrey Safeguarding Children Board and Surrey County Council Procedures.

Aims

To provide a caring, positive, safe and stimulating environment that cares for the social, physical and moral development of the individual child. The governing body takes seriously its legal duty to safeguard and promote the welfare of the children and to work together with other agencies in so doing.

To provide an environment in which pupils feel safe, secure, valued and respected; and where they feel confident and know how to approach responsible adults if they are in difficulties.

To ensure we practice safe recruitment in checking the suitability of staff and volunteers to work with children

To develop effective working relationships with all other agencies involved in safeguarding children.



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Procedures and Responsibilities

School procedures for safeguarding children are in line with [Surrey County Safeguarding Children Board Procedures](#). A copy of 'What to do if you are worried about a child being abused' (DFES-04320-2006) is available for all staff to read in the staffroom. This may also be downloaded from www.teachernet.gov.uk/publications

The school has a Designated Safeguarding Lead (DSL) – Mrs Sarah Dunning and a deputy DSL – Mrs Sarah Marshall, who have undertaken basic child protection training delivered through the Surrey Safeguarding Children Board to module 3. They will attend refresher training provided by the Local Authority every two years.

The name and role of the DSLs will be clearly displayed in the school in every classroom and in the school office. It is the responsibility of the DSLs to ensure that all adults in school receive a copy of the policy and follow the schools internal child protection procedures. All child protection records will be kept in a secure place away from school files, in a locked cabinet in the head teacher's office. It is also the responsibility of the DSL to make any referrals necessary to the Local Authority via Surrey County Council Contact Centre 03456 009 009.

We will ensure that:

All members of the governing body understand and fulfil their responsibilities, namely to ensure that:

- there is a Child Protection policy in place
- it operates safer recruitment procedures
- the school has procedures for dealing with allegations of abuse against staff
- senior leaders have DSL responsibility
- the DSL undertakes interagency training and DSL training updated every 2 years
- all other staff have Safeguarding training every 3 years
- any weaknesses in Child Protection are remedied immediately
- the Chair of Governors is the nominated Governor for allegations against the Head Teacher
- Child Protection policies and procedures are reviewed annually

All adults who work in school, whether paid or voluntary, are legally required to participate in child protection training at least every three years. Opportunities will be provided to receive training consistent with Surrey Safeguarding Children Board's standards, in order to develop their understanding of the signs and indicators of abuse, and their knowledge about what to do if they feel a child may be suffering abuse.

All members of staff, volunteers and governors know how to respond to a pupil who discloses abuse, and they are familiar with procedures to be followed (see below).

If a child chooses to tell a member of staff about alleged abuse, there are a number of things that must be done to support the child:

- Don't make promises e.g. to keep secrets
- Stay calm and be available to listen.
- Listen with the utmost care to what the child is saying.
- Question normally without pressurising, and only using open questions.
- Don't put words in the child's mouth but note the main points carefully.
- Keep a full record - date, time, what the child did, said etc; on the yellow 'Expression of concern' form
- Re-assure the child and let them know that they were right to inform us
- Immediately inform the DSL.

If a disclosure is made during a school residential then the member of staff will ring the DSL at the first available opportunity once the child has been reassured.



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All parents/carers are made aware of the school's responsibilities in regard to child protection procedures through publication of the school's child protection policy. Reference will be made to it in a prospectus/brochure and home school agreement.

Our DSLs will ensure a systematic means of monitoring children known or thought to be at risk of harm, they will ensure that we contribute to assessments of need and support plans for those children.

We acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils.

Our DSLs will ensure a structured procedure within the school, which will be followed by all of the members of school community in cases of suspected abuse.

Our policy and procedures will be reviewed annually and updated by the governing body, which will ensure that they are in line with Surrey Safeguarding Children Board's policies and procedures.

Supporting children

We recognise that a child who has been abused or neglected, who witnesses abuse or lives in an abusive environment may feel helpless or humiliated. They may blame themselves, have low self-esteem and find it difficult to see the world as a positive place. We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm. We accept that research shows the behaviour of a child in these circumstances may range from that which is perceived to be normal to that which is aggressive or withdrawn.

We will provide, across the curriculum, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. We will promote a school ethos that is positive and supportive, and a secure environment which gives all pupils and adults a sense of being respected and valued.

Anti-Bullying

Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse. We keep a record of bullying incidents.

Supporting staff

We recognise that staff working in the school who have become involved with a child who has suffered harm, or who appears likely to suffer harm, may find this situation stressful and upsetting.

We will support such staff by providing an opportunity talk through their anxieties with the DSLs, and to seek further support.

We understand that staff should have access to advice on the boundaries of appropriate behaviour. The document '[Guidance for Safe Working Practices for the Protection of Children and Staff in Education Settings](#)' provides advice on this and the circumstances that should be avoided in order to limit complaints against staff of abuse of trust and/or allegations of physical or sexual abuse made against staff.

We recognise that DSL's should have access to support and appropriate workshops, courses or meetings as organised by the LA.



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Confidentiality

We recognise that all matters relating to child protection are confidential, however, a member of staff must never guarantee confidentiality to a pupil, nor should they agree to keep a secret. Where there is a Child Protection concern it must be passed immediately to the DSL, at least within 24 hours of the concern being noticed. Where possible the correct form should be used which can be found in the staffroom. However, any paper will be accepted as long as it is dated and signed.

The DSL will disclose personal information, including the level of involvement of other agencies, about a pupil to other members of staff only on a 'need to know' basis.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

Safe staff

Checks will be undertaken on all adults working in the school to establish the suitability of a person to work with children corresponding to procedures outlined by the [Independent Safeguarding Authority](#) and [Safeguarding Children and Safer Recruitment in Education November 2006](#) (DFES-04217-2006).

Each recruitment selection group and interview panel will have a 'Safer Recruitment' trained member. Additionally, at least one governor attending interview panels will have received Safer Recruitment training.

All adults 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 with or in view of other adults.

All staff understand that they are employed in a 'Position of Trust' and that inappropriate behaviour with or towards children is unacceptable.

If an allegation is made against another member of staff, the member of staff receiving the allegation will immediately inform the Head Teacher or the most senior teacher if the Head Teacher is not present. The Head Teacher or most senior teacher will then contact the Local Education Officer – 01483 517835 and / or the Local Authority Designated Officer (LADO) 01372 733795.

If the allegation made to the member of staff concerns the head teacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult the Local Authority (as above) without notifying the Head Teacher first.

The school will follow the [Surrey County Council procedures for managing allegations against staff](#). Where another body provides services or activities separately, using the school premises, the Governing Body will ensure that the body concerned has appropriate policies and procedures in place in regard to safe recruitment and safeguarding children.

DBS checks will be made of volunteers working with children.



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Whistle blowing

All staff should be aware of their duty to raise concerns about the attitude and actions of colleagues. If staff are concerned about any safeguarding issue, they should speak to the Head Teacher or DSL or if your concern is about the Head Teacher contact the Local Education Officer (01483 517835) or consult with the Local Authority Designated Officer (01372 733795).

Ofsted's whistleblower hotline

Before using the hotline, Ofsted recommend that individuals first read their employer's whistleblowing policy and raise their concerns with the employer (as above).

Ofsted has a whistleblower hotline for employees working with young children who want to report concerns about practices and procedures for the safeguarding of children and young people.

The hotline can be contacted by:

Telephone - 08456 404046 (Monday to Friday from 8am to 6pm).

Email – whistleblowing@ofsted.gov.uk

Letter – WBHL, Ofsted, Royal Exchange Buildings, St Ann's Square, Manchester M2 7LA

Radicalisation and Extremism

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

St Peter's C of E Primary School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both pupils/students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. St Peter's C of E Primary School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix 3.

St Peter's C of E Primary School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

The school governors, the Head Teacher and the Designated Safeguarding Lead (DSL) will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include, the use of school premises by external agencies, anti-bullying policy and other issues specific to the school's profile, community and philosophy.



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This will be reviewed as part of the annual “Audit of Statutory Duties and Associated Responsibilities” that is monitored by the local authority and the Surrey Safeguarding Children Board.

Response

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the Head Teacher and/ or to the DSL. They should then follow normal safeguarding procedures. If the matter is urgent then Surrey Police must be contacted by dialling 999. In non-urgent cases where police advice is sought then dial 101. The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).

Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason, the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

Prevention

We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school community will therefore:

- Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, asking children to report whether they have had happy/sad lunchtimes/playtimes.
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Include safeguarding across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, e-safety, road safety, pedestrian and cycle training. Also, focussed work in Year 6 to prepare for transition to secondary school and more personal safety and independent travel.
- Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks. Please see our Acceptable Use of Technology and our Social Media policies.

Domestic Abuse

Domestic abuse represents one quarter of all violent crime. It is actual or threatened physical, emotional, psychological or sexual abuse. It involves the use of power and control by one person over another. It occurs regardless of race, ethnicity, gender, class, sexuality, age, religion, mental or physical ability. Domestic abuse can also involve other types of abuse.

We use the term domestic abuse to reflect that a number of abusive and controlling behaviours are involved beyond violence.



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Slapping, punching, kicking, bruising, rape, ridicule, constant criticism, threats, manipulation, sleep deprivation, social isolation, and other controlling behaviours all count as abuse.

The signs and symptoms of a child suffering or witnessing domestic abuse are similar to other forms of abuse or neglect. (See Appendix 2)

Links to other policies

The Child Protection should be read alongside and in conjunction with other policies regarding the safety and welfare of children and these together make up the suite of policies to safeguard and promote the welfare of children in this school

Physical intervention/positive handling: our Behaviour Policy states that staff may only use physical intervention as a last resort. We understand that physical intervention of a nature that causes injury or distress to a child may be considered under child protection or disciplinary procedures.

Anti-bullying: our policy on the prevention and management of bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

Racist incidents: our policy on racist incidents is set out in a separate equality policy and acknowledges that repeated racist incidents, or a single serious incident, may lead to consideration under child protection procedures.

Health and safety: our health and safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically, within the school environment, for example in relation to internet use; and when away from the school for example when undertaking school trips and visits.

Safe recruitment: our policy, which sets the vetting requirements for all staff, that wish to work in our school whether paid or voluntary. All staff will have an Enhanced CRB check before starting and then at least every three years. The school adhere to the transitional requirements and procedures of the [Independent Safeguarding Authority](#) and adhere to the guidance [Safeguarding Children and Safer Recruitment in Education November 2006](#).

Staff will be asked to sign a list to show that they have read the revised policy each year. This list will be kept in the Child Protection file in the Head Teacher's office.

Use of mobile phones in school for photography

Staff must not use their mobile phones to take photographs or videos of children. Each class has a camera for this usage.

First day of child's absence

Office staff will always ring families on the first day of absence. If a reply is not received a message will be left. The absence will be chased the following day.

Don't think, "What if I'm wrong?" Think, "What if I'm right?"



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Appendix 1

Useful resources and websites

- ☞ Working together to safeguard children 2013 (available to download from www.education.gov.uk search for DCSF-00305-2010)
 - ☞ Surrey Safeguarding Children Board (SSCB) Manual of child protection guidelines. (available online at <http://sscb.proceduresonline.com/index.html>)
 - ☞ Surrey Safeguarding Children Board www.surreycc.gov.uk/safeguarding
 - ☞ Ofsted - www.ofsted.gov.uk
 - ☞ Advisory, Conciliation and Arbitration Service (ACAS) www.acas.org.uk 08457 474747
 - ☞ Stop it Now! Campaign www.stopitnow.org.uk Free helpline: 0808 1000 900
 - ☞ Childline - www.childline.org.uk
 - ☞ NSPCC - www.nspcc.org.uk
 - ☞ Direct Gov for information relating to legislation - www.direct.gov.uk
 - ☞ UNICEF - www.unicef.org
 - ☞ The Children Act 1989 - www.legislation.gov.uk/ukpga/1989/41/contents
 - ☞ Online Safety: A Toolkit for Early Years Settings www.plymouth.gov.uk/early_years_toolkit.pdf
 - ☞ Ofsted: Mobile phones, 18 Feb 2011 (available to download from www.ofsted.gov.uk search for 110003)
 - ☞ www.education.gov.uk/publications
 - ☞ www.surreycc.gov.uk/eycpractitioners
 - ☞ www.foundationyears.org.uk
 - ☞ <http://www.homeoffice.gov.uk/agencies-public-bodies/dbs/>
- DBS Help Desk Tel no 01325 953795



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Appendix 2

Recognising signs of child abuse

Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse
- Neglect

Signs of Abuse in Children:

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

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour.

Risk Indicators

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

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred. In an abusive relationship the child may:

- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

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

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

Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury



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- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a “cry for help” and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

Bruising

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

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

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

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

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

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint. Non-mobile children rarely sustain fractures. There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.



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Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse. The indicators of emotional abuse are often also associated with other forms of abuse. The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scape-goated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a “loner” – difficulty relating to others

Recognising Signs of Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family. Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self-mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Sexual Abuse by Young People

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

Developmental Sexual Activity

This encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour

This can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information



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seeking, but still cause significant upset, confusion, worry, physical damage, etc. it may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed. If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

Assessment

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- **Equality** – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- **Consent** – agreement including all the following:
 - Understanding that is proposed based on age, maturity, development level, functioning and experience
 - Knowledge of society's standards for what is being proposed
 - Awareness of potential consequences and alternatives
 - Assumption that agreements or disagreements will be respected equally
 - Voluntary decision
 - Mental competence
- **Coercion** – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide. Further information and advice is available in the Surrey multiagency protocol “Working with Sexually Active Young People” available at www.surreycc.gov.uk/safeguarding, by choosing Safeguarding Children – Protocols and Guidance for Professionals. Assessment, Consultation and Therapy (ACT) 01306 745310 can also assist professionals in identifying sexual behaviour of concern in children and adolescents.

Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

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



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Appendix 3

Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries including the UK.

Circumstances and occurrences that may point to FGM happening are:

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity



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- Repeated urinal tract infection
- Disclosure

The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action **without delay** and call the Contact centre. This maybe their only chance to avoid the situation so please act.



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Appendix 4

Child Protection Concern Sheet

Date: _____

Child's name: _____

Class: _____

Child's Teacher: _____

Person raising the concern: _____

Outline of Concern

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Signed:

Dated:

Actions taken by: